

The CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

Vol. 35

SEPTEMBER 1960

No. 1

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PUBLISHED BY FAIRLEIGH DICKINSON UNIVERSITY PRESS

The Clearing House

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Subscription Office: THE CLEARING HOUSE, 205 Lexington Avenue, Sweet Springs, Missouri

THE CLEARING HOUSE is published at Curtis Reed Plaza, Menasha, Wisconsin. Editorial office: THE CLEARING
HOUSE, Fairleigh Dickinson University, Teaneck, New Jersey. Published monthly from September through May.
Subscription price: \$4.50 a year. Two years for \$7.60 if cash accompanies order. Single copies 60 cents. Sub-
scription for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write
for special rates. Foreign countries and Canada, \$5.10 a year, payment in American funds. Printed in U.S.A.
Second-class postage paid at Menasha, Wisconsin.

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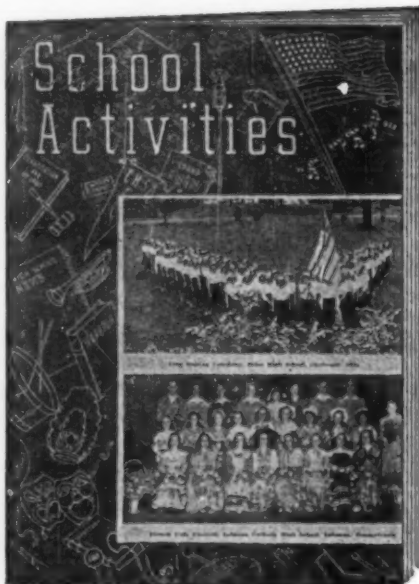
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A journal for modern junior and senior high schools

VOL. 35

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No. 1

HASSAN KISSED ME!

By ALVIN W. HOWARD

IT DIDN'T BEGIN as a kissing-type day. It began more as a "the lunch money won't come out right" and "I'm a taxpayer and a parent and *I'm not happy*" kind of day.

At 10:00 A.M. the assistant superintendent and the director of elementary curriculum came into the office with a chunky, bald, brown-skinned man of about forty.

"This is Dr. Salah El Din Ahmad Hassan," said the assistant superintendent. "He is director of a 600-student teachers college in Egypt."

"He is here," added the director of elementary curriculum, "on a six months' study of American schools."

Dr. Hassan extended his hand.

"This is the principal, Mr. Howard," and I shook Dr. Hassan's hand. "Please be seated. Coffee, gentlemen?" I asked.

"No," said Dr. Hassan briskly. "Tell me about your school—how many students, what ages, what do they study?"

"We have," I began, somewhat taken aback, "478 youngsters, age ranges from eleven to fifteen. There are 130 ninth graders, 160 in the eighth grade, and 188 in the seventh grade."

He was taking notes rapidly. I hesitated. Try to explain, briefly, your school and school program to someone from another country who thinks in another language, who relates this with foreign situations.

"Seventh graders are required to study English, world history, mathematics, and reading, daily, all year. They have science daily for one semester, one-half the school year, and the second half the girls have

homemaking and the boys have industrial arts. All seventh graders have physical education twice weekly and three periods of music or art. Top readers study French."

"Fairhaven Junior High," put in the assistant superintendent, "groups its classes on an ability basis."

"Ah," said Dr. Hassan, "all classes?"

"No. We started four years ago with mathematics and now we have extended the program to include science, English, history, and reading.

"Eighth graders are required to study English, American history, mathematics, science, and physical education. In addition they may choose two electives from the following: French, art, journalism, homemaking, woodshop, metalshop, typing, band, orchestra, and chorus."

I looked at Dr. Hassan's notes. After "typing" he had written, in large block letters, "MUSIC."

"And the ninth grade? Your oldest students?" he questioned.

"Ninth grades must study English, history of the state of Washington, world geography, science, and health and physical education. Ninth graders choose two electives from the following: French, geometry, algebra, art, general mathematics, homemaking, typing, woodshop, metalshop, mechanical drawing, and, Ah, "MUSIC." I finished, thinking guiltily of the new red-and-gold band uniforms we had taken delivery on last week after three years of candy sales, doughnut sales, apple sales, and assorted money-raisers.

EDITOR'S NOTE

International relations can be so complex and involved a topic when we logically try to encompass all its ramifications. Yet when we reduce it to specific instances, it often becomes a simpler matter of face-to-face experiences. Witness this story about Hassan. He is visiting schools in our country. He is visiting a particular school. He meets the principal. He observes some of the classes and in the process acts as a teacher. It is a plain story and a significant one. For international relations in its primary dimension is Hassan and Howard. The last named is principal of the Fairhaven Junior High School, Bellingham, Washington.

I looked at Dr. Hassan's notes. In front of "MUSIC" he had neatly lettered, "INDUSTRIAL ARTS."

"Now," announced Dr. Hassan, "I go to an algebra class."

"The doctor," offered the assistant superintendent, "is very much interested in science and mathematics."

We went to an algebra class.

The children were fascinated and in a matter of seconds Dr. Hassan was at the blackboard putting them through a series of algebraic equations.

"Mathematics," he said happily, "the international language. $2x$ and $2x$ are the same here as in Egypt."

It was rapidly apparent that the doctor had gained the interest of the class as well as their co-operation. Hands were flying up all over the room in response to his deft questioning. It was also obvious that the youngsters were being pressed to answer. Perspiration appeared on the good doctor's head.

I watched the class anxiously—I hoped we were not looking too bad. Perspiration appeared on my forehead.

Abruptly the doctor was through and we all went into the hall—the assistant super-

intendent, the director of elementary curriculum, and I.

"But this is truly fine," beamed Dr. Hassan. "These are good students. The algebra they do, many tenth- and eleventh-grade classes I have visited do not do nearly so well. This is your best group?"

"No, our fastest mathematics group took geometry first period this morning."

He looked at us suspiciously. "You do not fool me? This is not the top group of ninth grade I have just visited?"

"No," I assured him, "this group is not the top mathematics group. Now, how about coffee?"

"How about a science class?" asked Dr. Hassan.

We went to a seventh-grade science class.

The same things happened. Dr. Hassan was introduced to the class. He asked permission of the teacher to talk to the class and in the same short time hands flew up all over the room and the class was going over the hurdles on beginning biology.

We looked in on a seventh-grade French class which had just received its first individual set of earphones for a language laboratory which is being built for us by our technical school.

At eleven o'clock we were walking around outside the building.

"I'm going for a cup of coffee," I announced firmly, "Would anyone care to join me?" Dr. Hassan lighted a cigarette. "I join you. Tell me more about your school."

As we entered the building, the director of elementary curriculum whispered, "What about cigarettes?" and motioned to Dr. Hassan, who was striding ahead down the hall smoking and smiling at the students on their way to classes.

"I just quit three months ago," I whispered back, deliberately misunderstanding. "Bum one from the doctor."

We sat down to coffee in the tiny teachers' lunchroom and the doctor lighted another cigarette. "You permit?" he asked. I

started to say that it wasn't done in school buildings in this district, but I closed my mouth again.

"Where do we pay for the coffee?" asked the assistant superintendent.

"No charge for guests," I replied.

"He will be offended if we try to pay," stated Dr. Hassan positively. "Is it not so?" he turned to me. "Now, tell me more about Fairhaven. I like your school. Your students are courteous and interested. They are well mannered. Your classes and your building have an educational atmosphere. It feels like a school where children come to learn. What about your reading, your student activities?" I hoped the director and the assistant superintendent got that last remark.

"We started our reading program last year with our seventh grade and were surprised to find that in thirty weeks, with instruction three days weekly and reading classes grouped on a reading ability basis, we achieved an average growth of over two years. Some improved as much as four years. This program is being continued this year, daily in the seventh grade and once weekly in the eighth grade.

"We have had an accelerated mathematics program for four years. Some seventh graders take a heavy course of mathematics and then may take algebra in the eighth grade and geometry in the ninth grade. In spite of our emphasis upon the academic, we have a strong homemaking and industrial arts program.

"As for activities—ball games are played after school, and the turnout for boys' and girls' sports is also after school. Full orchestra is before school. Student clubs, student government, and student meetings of all sorts are held on Wednesdays, when all classes are shortened seven minutes and a special activity period meets the last period. A student may earn a school certificate, school letter, or school pin in scholarship, athletics, music, or service.

"We have a fine faculty, an interested

group of parents, and a good group of youngsters who are proud of their school. We have a school district which, although not wealthy, keeps us well supplied with texts and materials. Most important, our district permits us to develop academic programs which show promise of improving our curriculum."

Dr. Hassan's pencil was flying. Abruptly he put it away. "Now, we go to a ninth-grade science class."

And so we did. The assistant superintendent left Dr. Hassan to me and the director of elementary curriculum.

"Drive him up to the college at noon," he said, "and don't let him give you a swelled head."

I introduced the doctor to one of our teachers who happened to be a trustee for the local college. He was intrigued. How could this be? She was one of five trustees and yet she taught in a junior high school.

He asked other questions about the faculty—how many had master's degrees? How many had published articles?

As we drove up to the college he remarked, "This is the last public school district I visit and yours is the last school. It is a good ending. This is an excellent district and yours is, indeed, a very fine school."

I beamed fatuously. There was nothing with which I cared to disagree there.

"And now it is good-by." He extended his hand. As I took it, he leaned over and kissed my cheek soundly. "In my country, when it is farewell and not *au revoir*, this is the custom. You do not mind?" he inquired anxiously.

"It's a little late to mind now." I peeked at the director of elementary curriculum, who was looking as surprised as I felt.

"Good-by to you also, my friend," Dr. Hassan turned to the director, caught his hand, and deftly bussed him. The director glanced sideways at me.

Then the doctor was out of the car and gone.

"It might be better," began the director doubtfully, "if we didn't tell about this," but I cut him off.

"No one ever said such nice things about

my school before and the best way I can think to bring these compliments into the conversation from now on is to say, 'Hassan kissed me.' "



Grouping, Grading, and Standards

By JOHN J. HOSMANEK
Sheboygan, Wisconsin

Mr. Lidflips, until now, had been a fine sociable staff member. As a matter of fact, he had established such a fine reputation that the superintendent once even considered him for an administrative post. Lately, Mr. Lidflips was seen less and less playing cribbage during his "planning period" and someone on the faculty suggested he was becoming too darned intellectual—only he didn't say "darned"—because he had seen Lidflips leafing through some educational periodicals!

Someone else on the faculty thought that perhaps the fact that Lidflips was assigned several of those new "enriched" classes caused his head to swell.

When, finally, at the monthly faculty meeting, Lidflips unburdened himself and let it be known that "grading" was his preoccupation, heads were cocked, eyes opened, and among the small group of "8 to 4 teachers" there was bewilderment! Grading! "Well," they thought, "so what's new about grading?"

Lidflips patiently explained his problem. When grades came out after the last quarter, he "gave" six A's, twelve B's, twelve C's, and a D, to students in his "top-level" class. (Miss Kolonial squeaked under her breath that "he disregarded the curve!") Later, continued Lidflips, in speaking to Mr. Blackbeard, who taught the "slow learners and retarded" level, he discovered Blackbeard had given nine A's, twelve B's, and nine C's. The problem, he pointed out, was that his group had mastered the study of agreement of pronouns with indefinite pronouns used as adjectives, whereas Blackbeard's group, on the same grade level, was still struggling with identification of action verbs. "How," Lidflips asked, "can we justify giving a top grade to a student who has learned to identify verbs in Mr. Blackbeard's class when in my class I gave C's to a group that learned a great deal more but did only average work in meeting a much higher standard?"

Mr. Blackbeard did not go on the defensive because he could readily see the necessary difference in standards for the two levels. And he knew something was obviously wrong when college-caliber stu-

dents were receiving C's for learning probably twice as much as his students. And the college-preparatory students were the ones who needed the grade-point average!

The faculty sat stunned. The principal, who was well aware of the problem and who had plans to appoint "another committee" at an opportune moment, saw the opening but decided to let the matter simmer for a few more minutes.

Responses to his call for suggestions began coming as some of the faculty members started "thinking aloud." Someone suggested abandoning grouping and going back to the good, old-fashioned method of teaching everybody the same thing. He finalized his suggestion by pointing out, "Their parents are all taxpayers!" Mr. Hornblower, the bandman, wondered aloud whether there wasn't something undemocratic about grouping. He quickly stopped wondering when someone else countered by asking why Freddie Wilson, the boy who never sufficiently moistened his reed, was no longer playing in the band.

Miss Umlatt, the language teacher, who ordinarily said nothing at faculty meetings, wondered whether the level at which the students were working could be indicated on the record—"not on the report card, mind you!"—by a small letter or number. Mr. Sector, the geometry teacher and head of the mathematics department, suggested weighing the grades and promptly went to the blackboard in an attempt to evolve a formula. He got his ratios twisted because of the interruptions.

Thereupon, the principal, who perceived a felt need on the part of the faculty to resolve the issue, assigned a committee consisting of Mr. Sector, Miss Umlatt, Mr. Blackbeard, and, oh yes, Mr. Lidflips, as chairman, to look into the matter and report back to the group later in the year.

The meeting adjourned, with the "8-to-4'ers" checking their watches as they hastily maneuvered out of the room. They were glad they didn't need to wrestle with the problem since the committee would undoubtedly solve it.

We Can't Do Everything

By DONALD W. ROBINSON

CAN AS MANY AS HALF of the graduating seniors in your school answer intelligently as many as half of these questions? This is not to suggest a definitive answer, simply a knowledgeable response.

What are the chief issues in the criticism of Congressional investigating committees?

What is the relation between recent medical advances and the world food supply?

Why have we so far refused to recognize the Communist government of China?

Does a general wage increase raise or reduce the danger of inflation?

Has a labor union the right to operate without holding regular elections?

What is the basis in law for administered prices and fair trade agreements?

What is the basis for our right to try in our courts our military personnel accused of crimes when off duty in foreign countries?

What is the issue at stake in the Berlin crisis?

What is the danger in allowing the national debt to increase?

Is our economy so dependent upon defense contracts that we cannot afford to let the cold war end?

Why has Russia exercised the veto power more often than any other member of the United Nations Council?

To what extent is our federal government involved in the business of building houses?

These questions suggest the issues on which congressmen stand for election. The interpretations we the people give to these issues and the actions our elected representatives take on them will determine the continued success of our way of life. Two out of three of our high-school seniors will have no further social studies instruction, and their present level of sophistication on public issues is very much the level at which they will operate as voting citizens.

Of course it is difficult to respond to broad questions involving judgment or relationships if we lack the basic facts, so it might be reasonable to inquire whether our students are familiar with the facts relating to current issues.

What is the amount of the national debt? The national income? How much is the federal budget? The defense budget? What is the approximate population of the world? Of the United States? What does the Taft-Hartley Law provide? What proportion of American labor is unionized? What is the local school tax rate?

EDITOR'S NOTE

If we enlarge the function of the school to include almost everything, how can we concentrate on the educational priorities for which schools exist? What priorities should education accept and discharge as well as it can? There are, of course, no agreed answers to these questions. If there were consensus, there might be no controversy. But it is obvious that there is controversy, which we think is good because it makes us examine our educational goals and means to achieve them. Oh, if only we didn't have to fuss with goals! Wouldn't life be easier. Not at all. It would be much more difficult. You remember that an eager beaver is defined as one who, having lost sight of his objectives, redoubles his effort. Our author, a frequent contributor to CH, is a teacher of history at Carlmont High School, Belmont, California, and is not an "eager beaver."

It may not be reasonable to expect most high-school students to have absorbed these facts and many more like them. If not, then it is not natural to expect them to have a basis for answering the first set of questions. And if they can't do that, then are we justified in continuing to mouth the high-sounding objectives which we are unable to achieve?

We say the goals of social studies teaching should include understanding of current affairs, ability to deal with controversial issues, to recognize propaganda, and to think critically, knowledge of governmental organization and administration, and so on. The words are lovely, but how close do we come to realizing them?

Most social studies teachers have no serious quarrel with these objectives, though we do, fortunately, retain a loyal opposition devoted to the notion that all social studies values should be incidental to the central goal of promoting intellectual knowledge and understanding of the separate academic disciplines of history, geography, political science, and economics.

Although we have no quarrel with the objectives of a more functional approach, some of us seem to have too little concern for its success. There is some evidence that

we are failing to achieve our stated goals without even realizing that we are failing. While there is a decided advantage to stating goals as unattainable ideals, there is a danger that such goals will become so removed from the daily practice as to become nearly meaningless.

How far have we retreated from the recognition of the imperative need for facts? Since intelligent judgments can be made only on factual knowledge, it would seem that the increased necessity for responsible participation in group decisions for group benefits can only increase the need for mastery of facts.

Emphasis on the *social* and *activity* and *experience* aspects of the social studies is essential as a supplement to learning facts and ideas and as a technique for learning them. When these aspects become a substitute for knowledge, then Arthur Bestor is correct and our program is indefensible.

Even when we keep the activity and the knowledge in proper perspective, we still must continue to evaluate results. How many of our students are learning to think critically and constructively? Are we concentrating on trivia and ignoring the significant facts and principles involved in the burning issues of our times?



MR Is Unscientific

What are the ideals that American teachers generally espouse? The definition of scientific method provided by H. G. Wells in his *Outline of History* should serve as an illustration of an ideal to which a majority of the public school teachers of America subscribe: "For the true scientific method is this: to trust no statements without verification, to test all things as rigorously as possible, to keep no secrets, to attempt no monopolies, to give out one's best modestly and plainly, serving no other end but knowledge." A salary schedule which can be administered in such manner as to conform to the above definition of scientific method will *not* shatter the morale

of a group of teachers. Any salary schedule so conceived as to violate such key concepts of American democracy and scientific method as honesty, fairness, integrity, openness, prudence, dignity, freedom and good will will break teacher morale.

Inconsistencies, contradictions and insults to human dignity and intelligence always accompany true merit rating. A good hard look at merit rating from a scientific-democratic point of view will reveal it to be: 1) untenable intellectually; 2) disintegrative psychologically; 3) punitive philosophically; 4) destitute economically; and 5) oppressive politically.—C. CURRIEN SMITH in *Overview*.

Three-Year Curriculum in Biology

By WILLIAM LARSON

A CAREFUL STUDY of the reasons high-school students enroll in biology would probably show four major groups: (a) those students who take the course because it is one way to satisfy the graduation requirement of one year of laboratory science; (b) those students who enroll because they have decided upon a vocational objective which may be a biological science vocation, such as medicine or agriculture; (c) those students who desire to gain a wealth of information by electing a liberal number of science courses because they are unsure of themselves from the standpoint of vocation; and (d) those students who have been enrolled in the course through no choice of their own, as a result of teacher programming, and so on.

With the exception of the average student, the first-year biology course offers a proving ground for the embryo scientists. This is the first real laboratory science the student has taken. All of the basic tools of

the scientist must be developed in this young mind. Scientific thinking must begin here. Motivation, the real factor in the production of a scientist, will begin in this year, usually in the high-school course of study during the tenth year of school. It then would follow that the management of this raw material is of great importance.

Such motivation may be high during one year, but higher still during the second year of science and even higher during the third year. It has been my firm belief that a student's course content should not be limited because he is merely a high-school student. If and when a student seems ready to attack more complex problems, he should be given the opportunity to do so. After several long talks with my principal, I felt we would be justified in offering advanced work in the biological sciences. I might add that my principal is a far-thinking man, a fine administrator, and a man well acquainted with the classroom situation. He spoke to the superintendent of schools, who gave permission for an experimental class in advanced biology. Further discussions on the subject were held, this time with university personnel and with other teachers.

It was decided that the first semester we would offer comparative anatomy, and the second comparative physiology. The course content would be identical with the courses at the university level; there would be no watering down. Texts were standard college texts, and examinations would be identical in complexity. It was further decided that those students who earned a grade of 90 or better would be eligible for the advanced course. As soon as students were informed of this new course, it was remarkable to find them working harder to earn the right to take the advanced course.

EDITOR'S NOTE

American society has always made demands on its schools because education in this country is pretty much what "the people" want it to be. Within the past five years, there have been strong pressures on schools to pay more attention to the substance in the curriculum, especially in relation to the academically talented. Some of us may have resisted or still resist this pressure on schools and students. But to little avail, for we are hard put to deny society's expressed demands on our schools. This article is a case in point. Can students be challenged to do more highly specialized advanced work in the biological sciences? Yes, says the writer, who is chairman of the science department, DePaul University Academy, Chicago.

September, 1958, saw our experimental class in session. Materials were procured, textbooks and laboratory manuals and dissection materials were all ready. At the end of four weeks an examination, identical with that in a university class of the same subject, was given and the results compared. We were impressed with our results. Additional examinations were given later during the school year, and again results were excellent. Soon the second semester began, this time in physiology, and much work in the laboratory was again presented. One of the high points in the laboratory work was use of the electrocardiograph and the determination of the various intervals. We did not attempt to present any aspects of diagnosis; rather the physiological basis by which the *ekg* functions. Some of that first class went on last fall to college. The universities gave them placement examinations and presented them with credit hours for their high-school experiences.

Some of those students, however, were juniors and asked if an additional year, a third year, could be given them. Again the groundwork was laid, and course content decided upon. This third year would be microbiology. The first semester would be spent with bacteriology and the second semester in histology or microanatomy. Again college texts were chosen in bacteriology and we were most fortunate in finding a good histology text for our use. Again, as during the first and second semesters of the second-year course, emphasis was on laboratory work. We did examinations of soil, water, and milk, determina-

tion of phenol coefficient, and so on, during the first semester, and during the second semester each student completed some thirty-five human sections of human tissues. These plus numerous slide identification tests and written examinations concluded this course. High in our objectives here were the skills required to produce excellent quality microscope slides of human tissues. Again I was most fortunate that we had recently received new microscopes. A small microtome plus stains was all we needed.

Our results during these advanced classes have been excellent. Again since our students are taking these classes in addition to the usual high-school subjects, they are not slighting other subject areas required in the liberal education that marks the high-school program. But we have felt that specialization can occur in the high-school level, that course content should be limited only by the needs of the students. With biological supply houses using modern methods of material preparation, storage of dissection supplies is simple. All that you need in the third year are microscopes, which should be found in the biology laboratory already, plus incubators, culture media, some basic cultures, stains, a microtome, and a group of wide-awake students. I believe we are the only school in the state of Illinois or perhaps the United States that offers such a course of study. I should welcome opinions from administrators and other students and will furnish any additional information to schools that would like to attempt such a program.



Teachers meddle in the lives and affairs of children delving into matters which are actually none of their business. The true role of the teacher has become hopelessly confused. Part of this is the fault of the teacher and part the pressure of society. The teacher should stop being jack of all trades and master of none. He must make a choice as to whether he shall be a community servant or a professional person.—
MARIANN MARSHALL in the *Peabody Journal of Education*.

Uses and Misuses of Aptitude Tests

By SHIRLEY ULLMAN WEDEEN

IN MY ROLE as a counselor of college freshmen, I frequently am confronted with these remarks: "Test me so that I'll know what to select for my major field!" "Give me aptitude tests; I don't know what I want to do." "I took aptitude tests and they indicate I am suited for field X."

Uncertainties concerning educational and vocational selections are normal among a freshman population. It is appropriate for a freshman, unaware of where his future educational or vocational primary interests lie, to have doubts before concentrating his efforts in one field. However, it is disconcerting when we realize that the freshman uses aptitude test results as the major determinant for his future courses. To do so is to abuse these tests.

EDITOR'S NOTE

Well, here we are wrestling with one of the major current controversies in education. What good are standardized tests as predictors of aptitude, achievement, and college admission? On one side of the fence are the majority of test makers; on the other side are many teachers, principals, and superintendents. In the middle are the parents, who somehow foot the bill, at least for the external testing programs. There are political overtones to the controversy too. The Soviet Union, for example, neither believes in nor uses standardized tests. We have made great use of such tests. But we think that soon the increasing number of informed critics of testing programs will sharpen debate on external tests particularly. How it will come out is a matter for a clairvoyant to consider. Now to our article by Dr Wedeen, assistant professor of education, Brooklyn College in, of course, Brooklyn, New York.

There are a number of problems. First, when we examine the function of an aptitude test, we see it is used to measure achievement potential in a specific area. This is a worth-while objective. Nevertheless, supplementary factors mitigate against the fulfillment of this objective. For instance many aptitude tests are highly verbal. The nature of the vocation under consideration may or may not depend on facility with language. Even when a position is primarily verbal, it may employ oral rather than written communication.

What does this mean? In many instances it means that the results of an aptitude test do not measure the student's true potential for achievement because of his poor reading and language skills. If a student cannot read and understand instructions, he cannot comply with the demands of the test. If the student reads too slowly, he will not complete the test in the allotted time. If the student cannot understand the vocabulary employed, he cannot understand the individual items. Before a student can take a paper-and-pencil test, he must read at the educational level of expectation in order for the test results to be meaningful. No currently used aptitude tests provide for this factor.

Secondly, vocational aptitude obviously involves features other than technical skills. There is the factor of personality. Will the individual be happy doing this or that work? For example, in order to be at all effective as a classroom teacher, it is prerequisite that the teacher know his subject matter. However, this alone is insufficient. To be really effective, a teacher must be able to communicate with his students. Command of subject matter must be coupled with enthusiasm. In short, a teacher must like to teach. While various personal-

ity tests are available, they are merely guides and can give only direction. The counselors may arrive at a generalization and say, "Yes, you are gregarious." This is not the same as saying, "Yes you will like sixteen year olds in an English class."

Thirdly, there is the factor of job availability. Assuming that a pupil has the necessary skills and attitudes for a particular vocation, he is still faced with the necessity for finding a job. He fits into the proper "groove" on the automatically scored card in order to become a successful veterinarian. However, he has family obligations which prevent him from leaving the city

and moving to an area where a position would be available. What now?

Therefore, it becomes incumbent upon us who deal with formative youngsters to be cognizant not only of the values but also of the limitations of aptitude tests. After we have ascertained the student's reading ability, his likes and dislikes, and the total family structure, can we attempt wisely to use an aptitude test so as to help him?

If the function of aptitude tests is impressed upon our college freshmen on the high-school level, perhaps much time and energy wastefully expended in later years might be preserved.



The "PR" Factor in Public School Education

By HEINZ RETTIG
Rutherford, New Jersey

Can publicity programs of the printed word serve more than one function for the public-school administrator?

Editor and Publisher reported in its issue of July 17, 1954, that the press is using more news of positive educational developments. Space is available for good stories professionally prepared.

Buttressed by this favorable trend, well in evidence today, the public relations man may well ask: What kind of publicity shall the public school educators use? While the answer to this depends upon a host of particular situations and covers a range as wide as the immediate world of any one school-system's environment, I would pose this question:

"Which aspect of public school life will, when publicized, secure the greatest dividend in circulating public information where it belongs and in contributing to staff morale?"

Where do we begin in a sea of possibilities? And, when the decision is made, what type of subject matter will be most acceptable to the general reading public?

"Don't believe all you read in the newspapers," is one all too common, and not entirely unjustifiable, response. Point out an article on behalf of public schools, stressing need for better facilities, teachers' salaries, and the like, and some skeptical reader will say, "That's just publicity. 'They' want to raise our taxes."

"Missourianism" among the readership is an increasing, though understandable, tendency in newspaper reader attitudes. The subject of public relations is itself under fire and requires a public relations of its own. It is noteworthy that many industries and businesses prefer to use other titles for their "public relations personnel."

Telling the public-school story ought, one would surmise, to deal with human interest centering around specific action rather than general abstraction. Readers are people. People like to read about people. When the cause of public school education is dramatized through people one can fairly well surmise, although newspaper statistics are available, that more people will read about it.

OLD-FASHIONED REMEDY

By DONALD R. MacDONALD

HAVING PROBLEMS WITH DISCIPLINE? Don't be discouraged! A home visit is an old-fashioned remedy, but like aged whisky it hasn't lost its punch. The biggest troublemaker looks a little green around the gills when he opens the door and sees his dear old teacher.

The sight of the expression on the student's face when he opens the door and confronts his teacher is worth a dozen visits. Amazement, consternation, the open-mouthed, breathless look, follow each other across his countenance like a crazy quilt. By the time he has recovered, you are over the threshold with a "Good evening! Is mother home?" Now, after a brief introduction, you are ready to make your presentation to an attentive, concerned, and interested audience.

It is wise to be diplomatic. Condemn the sin but not the sinner. Do not antagonize the parent or the student. The parent is stuck with the child and, by the way, so are you. The student has no audience at home, so he has no compulsion to be a "wise guy." His guard is down at home, so be sure that you do not arouse his baser side.

Sending a letter home to parents in many cases is unfruitful because the student meets the postman making his rounds. In other cases, both parents work or one par-

ent is missing. This imposes a hardship on the parents which they are reluctant to endure. A home visit gives the teacher a longer time to discuss the child's problems with the parent. When the parent sees that the teacher is interested in the child, the parent is encouraged and takes renewed interest.

Some teachers are reluctant to visit parents because the children are fierce and belligerent and the general feeling is "like father, like son." I know that this appears to be an argument against Gregor Mendel's law of heredity, but at this stage in the students' metamorphosis the parents bear no resemblance to their offspring. Every parent I have visited has been friendly, concerned, apologetic, and sincere about his child's conduct and progress. Most parents, due to circumstances, did not complete high school and are fully aware of the importance of a diploma.

Most parents are unaware that their children are acting up in school. Some of my four-star troublemakers sing in church choirs and take an active part in church work. Parents are shocked to hear that Johnny blasphemes under his breath and is belligerent to his classmates.

Every boy or girl, however mischievous, has a goal. Once you know what the child really wants, it is easy to show him how important passing grades in English, mathematics, science, and so on, are, in order to reach this goal. Once a student has a clearly defined goal, discipline problems cease to exist. By showing interest in the student, you will find that the student becomes a little more thoughtful. He may think to himself "Well, maybe I am important after all."

There is therapeutic value in the home visit for the teacher. Some of our churches make provision for those who wish to discuss their problems with a member of the

EDITOR'S NOTE

The author is a science and home-room teacher in grade 9 of the James Fenimore Cooper Junior High School No. 120, 18 East 120th Street, New York 35, New York. He presents an old-fashioned idea with such persuasion that it seems almost compellingly new. Principal Alexander Rosenblatt sent the manuscript to CH, and we are glad that he did.

clergy. These "confessionals" allow people to get rid of pent-up emotions by means of discussion with an interested party. Psychiatrists function much in the same manner as the clergy. When you get exasperated the very next time, please do not shout at the student. Say nothing—just note his name and address and go that night and pour out your heart to the parent. It will encourage the parent to know that you care and you will return home, not full of tension but with a calmness encompassing you such as you have never known.

I have noticed that the student comes to school the very next day, after a home visit

by the teacher, looking a little more serious and sober minded. Many of them come to school with notebooks, pens, and the proper mental attitude for the first time since the beginning of the school year. This condition persists with some students for the remainder of the school year. Once some of the ringleaders see the light and are converted, the rest of the class and the more timid fall right in line.

So if your teaching assignment causes you to lose sleep and forces you to walk the streets at night, make use of this nervous tension—knock on doors, especially students'.



Participating Citizens

A disturbing question often arises in the mind of many a teacher as to the place a teacher ought to have in citizenship and politics—disturbing because many a teacher hesitates to take an active part in the rights of a citizen because he is a teacher and feels that he must not express his political opinions publicly. However, the decision to express political opinions and to run for office, when qualified, should not in the least be disturbing. Under our laws no individual, because of his professional occupation, is denied the right to vote, actively campaign or be a candidate for office. Neither should the teacher feel that he is being discriminated against because he is a teacher.

As the teacher attempts to promote citizenship in his classes so should the teacher also practice that which he teaches. He should not only register and vote each election, campaign for the candidate of his choice, but he should also, if qualified, be a candidate for office. Through example, the teacher can convincingly arouse the interest of his pupils and instill a sense of obligation in his pupils that they, too, have a responsibility of citizenship. The teacher, who sets an example of citizenship, inevi-

tably involves his pupils in the political process. That which he teaches in class becomes more meaningful if the teacher himself is actively taking part in citizenship activities on a local, state or national level. It should not be the intent of the teacher to inject partisan politics into the classroom or into the teacher organization, but rather to inject the thought that citizenship, and all that it implies, is the rightful heritage of all Americans and should be so practiced by all, including teachers.

What better way does the teacher have to instill a feeling of public obligation in students to the ideal and principle of public service than to be a candidate for public office? What better way of discharging one's own obligations, of practicing what we preach, of being that much respected individual—one's own man, than to declare one's rights as a citizen as well as a teacher? Through active participation in citizenship and keeping informed on all political matters, the teacher can add a very large segment of intelligent voters to the political scene. Teachers are, therefore, urged to take political action with discrimination and good judgment.—WM. "BILL" ERICKSON in *Montana Education*.

Unscientific Follow-up

By CHARLES A. TONSOR

In 1935 GROVER CLEVELAND HIGH SCHOOL was evaluated for accreditation. The school was then only four years old. Part of that evaluation was a follow-up of those who had been graduated during that time in February and June. The follow-up was carefully planned and carefully executed. Sampling followed scientific procedure and replies were scientifically analyzed and synthesized leading to what was desired—statistics. All scientific follow-ups end in statistics like the one recently reported in the February 1960 *Bulletin* of the National Association of Secondary-School Principals in connection with the high schools of the state of Oregon. Results: 30 percent entered college or university; 64 per cent had "jobs"; 66 per cent of the girls were married. There were other per cents too.

Some remember Mark Twain's classification of lies: "a white lie, a damn lie, a statistical lie." And some have read that intriguing booklet, "How to Lie with Sta-

tistics." These have made me wary of statistics; are we getting what we should be getting by such a follow-up? Statistics, yes. But do they show what the school did to these graduates? Do they show how these graduates had fared, what influenced their selection of a lifework, and so on? Statistics give you answers to *your* questions. They do not give you what comes from the heart of the former student, freely given because *he* or *she* wants to give it, *con amore*. Such a follow-up cannot be planned. It is unscientific. It can only be initiated—perhaps motivated.

Such a follow-up of graduates of Grover Cleveland High School came about recently through the young people *themselves*, not through us. We had a wonderful woman, teacher of music, who could get anybody into line. No one ever was reported by her, nor was any disciplinary case that had been referred to her (and there were not a few) ever heard of as a disciplinary case again. He or she was swallowed up in a well-behaved, interested, singing or playing student group. She ran a senior chorus of 200 to 300; an orchestra of over 100; a dance band of 25; a marching band of 75; a junior chorus of 75. There were school operettas, potpourris, amateur contests, and what have you. All these gave opportunity for self-expression and training in performance under a watchful eye.

Her philosophy was the school's philosophy, some lines of Edwin Markham: "In vain we build the world, unless the builder also grows." That philosophy was visible in every assembly and every assembly had a three-minute pep talk by the principal fashioned after those given at chapel by President Faunce of Brown University, and then a program by one of the departments, assisted by the music department either

EDITOR'S NOTE

You might say that the author is spoofing the science of follow-up by telling about the art of follow-up. But he is not saying that for a school to collect and interpret data on retention and other pertinent information on students is not a good thing. He implies, however, that if a school puts all its follow-up eggs in the scientific basket, the school graduates and leavers may not be involved as persons so much as statistical units. Back of all data are people. And they don't look like data. It's good to publish another of Dr. Tonsor's pieces. As it says in the article, he was formerly principal of the Grover Cleveland High School, New York City.

through the orchestra or chorus. In this way the spirit of the group permeated the school. When the members of the various units were graduated, they maintained their liaison. She knew where they were and what they were doing. She coached the alumni choral which they organized.

Came the day when she retired—February a year ago. Many of them, enough to fill the hall, came to see her on her way and make arrangements to keep in touch with her. Last February came the first anniversary of the retirement. Somebody spilled the beans that it was also the former principal's seventy-fifth birthday. The former students planned a dinner and song fest. That started it. Letters went out all over the country, to Europe, South America, and faraway Japan, inviting former students to come or send some message of greeting. Replies came from sixteen states, from Japan, and elsewhere from abroad. It is these letters, over 250 of them, and the remarks from the scores who attended the dinner and "sing," which form the unscientific follow-up.

Here is what happened to the graduates from the quaint, well-established, conservative Ridgewood (Long Island) families.

1. The greater part of the group now live outside of New York City—some in suburbia, some much farther away in New York State, New Jersey, Connecticut, New Hampshire, Pennsylvania, Ohio, Delaware, Maryland, Virginia, Tennessee, Alabama, Louisiana, Nebraska, California, Arizona, Georgia, Texas—sixteen states in all.

2. Those responding or present covered the years 1934 to 1957.

3. Most of them are married and have one to three children. One family has five.

4. Their occupations are extremely varied: high-school teacher, 6; county agricultural agent, 2; university professor of music, 2; industrial photographer, 1; chemical engineer, 1; aeronautical engineer, 1; housewife—aplenty; librarian, 1; salesman, 1; chicken farmer, 1; secretary, 8; operettic

coach, musical arranger, 1; kindergartner-elementary school teacher, 3; air travel director, 1; registered nurse, 5; insurance broker, 1; music teacher, 5; organist and choir director, 2; chemist, 1; savings bank employee—aplenty; doctor, 5; minister, 1; United States Army, 2; university professor of English, 2; foreign exchange expert, 1; telephone teller, 1; soloist, 1; machinist, 1; pharmacist, 1; organist, 2; air-conditioning consultant, 1; auditor, 1; accountant, 1; foreman of heavy construction, 1; lawyer, 2; real-estate broker, 1; cellist, 1; tree surgeon, 1; surveyor, 1; commercial bank employee—aplenty; insurance company employee—aplenty. These are just a sampling of the group. In addition, Julius LaRosa is a professional entertainer, as are Lynn Roberts and Phil Whelan. Another is a male ballet dancer on Broadway, another is a cellist concert player, another is in a philharmonic orchestra and there are others in big-name orchestras.

The unscientific survey reveals what the scientific survey revealed—that there is little direct interrelation between curriculum and lifework. Moreover it raises the question: should there be? Some teacher and some hobby seem to be the mainspring. These young people are still interested in music and gather in small groups in their respective communities for an hour of music. The fact to note is the wide variety of occupations shown by young people whose fundamental interest at school was music. Two other facts are revealed by this unscientific survey that do not appear at all in the scientific survey:

1. That school was a very satisfying experience.

2. That teachers and not curriculums were the important elements in their school life.

The school had several curriculums: academic, academic with commercial electives, commercial, academic with shop electives, general with shop electives, and general. That is a broad list. Yet out of the nearly

three hundred, only one mentioned a subject and then with it mentioned the teacher who gave it—the biological laboratory techniques course given during the war—and the teacher was a nurse.

Their comments show that the school, in their case anyway, accomplished its objectives as related to what kind of person it hoped to make them. We stressed "faith in yourself," "competence," "service." Some of their comments are interesting. From a college teacher of English: "I have found that my classical background has helped me a great deal. But I think one of the most enriching experiences of my high-school career was the fun we had translating Virgil."

From a machinist: "I want to thank you and your staff of teachers for your constant efforts to prepare us for life's long, winding, and bumpy road."

From a housewife: "After four of the happiest years, I graduated in January, 1950, and left a corner of my heart at Grover Cleveland."

Another: "Over the years, the many pleasant memories of hearing your assembly talks in the auditorium come to mind." (These were the three-minute talks inspired by President Faunce's talks given in chapel at Brown University and printed by the alumni—*Facing Life*.)

A nurse: "Thank you for many cherished memories of a lovely high school."

A teacher: "I have the fondest memories of school and the patience and understanding of the teachers. Therefore I now teach."

A secretary: "I have many pleasant memories of the operettas and the principal leading our school song 'March Cleveland March' as the finale of *Sweethearts*. I remember with deep appreciation the teachers and the knowledge and skill they gave us and the many pleasant associations."

And this from a teacher: "I came to Cleveland hating it and school in general. As in elementary school, I thought I would

again have to follow in my sister's footsteps. The teachers accepting me for what I was and just the all-round atmosphere of Cleveland changed my attitude so much that I am now in my eighth year of teaching in Hempstead and love every day of it. If I had any part of my life to live over, it would surely be the four years at Grover Cleveland during the time that I was there. At this time I want to thank you for the most important years of my life."

Strange what sticks in their minds. This came from Julius LaRosa: "I can still see you in the auditorium shining the shoes of students who bought the most savings stamps and the tears in your eyes when you announced that another gold star had been added to the flag."

A critic might say that these were hand-picked students. They weren't; anybody who came in was taken. Our music leader was such a dynamic teacher that many serious disciplinary cases were sent to her—"If Miss . . . will take you, we'll give you another chance." At the next assembly, we'd find the rascal in the chorus or on a drum in the orchestra, and that would be the last we heard of him or her.

This then is the result of the unscientific follow-up. Which gives the most light on school accomplishment and which gives the teacher most joy? I think all will agree that this unscientific follow-up has given a great lift to teachers.

Perhaps I, too, should be allowed a comment. This incident will linger long in memory. I was working on a problem at my desk. It was growing dusk and the rehearsal for the operetta had just been dismissed. I felt a hand on my shoulder and heard a voice saying "Doc, it's getting dark, save your eyes." It was a *freshman* member of the chorus. And as I was writing of this incident the postman brought a "Post Birthday Award" with a picture of that one-time freshman; on the back thereof, "I sang at your birthday party in the teachers' cafeteria in 1954!"

These are the findings of an unscientific follow-up. Some statistics are there, but they are not ours, nor sought by us. They

came *con amore* from the former students because they wanted us to know the facts. Try one!

♦ An Open Letter to Pupils on Improving Written English

By RICHARD L. LOUGHLIN
Kew Gardens, New York

DEAR PUPIL,

Whatever you write represents YOU. To make sure that everything you write does you justice, follow these suggestions:

I. Think of the needs of your reader, always.

A. Be legible (form letters *a*, *e*, *l*, *r*, and *t* with care).

B. Be neat; it's courteous.

C. Use standard forms.

1. Friendly and business letters have different forms.
2. Schoolwork requires an approved heading.

II. Unless you are writing a personal letter or report, keep yourself in the background.

A. Establish your point of view by taking the reader step by step.

1. If you jump to conclusions, you'll never convince a critical reader.
2. Use concrete examples or illustrations.
3. If you must attack an opposing point of view, do so without hurting the feelings of others.

III. Think before you ink.

A. Select a topic that interests you and about which you already know a good deal.

B. Limit the area about which you plan to write.

1. You can't cover the subject of *photography* in a single paper.
2. You can, however, say something valuable about one phase of the topic, e.g., essentials of taking good pictures.

C. Jot down whatever comes to your mind on the subject, say, of taking pictures: proper use of filter, proper focus, appropriate subject, adequate lighting, and so on.

D. Rearrange your first reactions in a natural order.

1. The essentials of taking good pictures.
 - a. Appropriate subject
 - b. Adequate lighting
 - c. Proper focus
 - d. Proper use of filter

E. After you have developed all your material as much as you can, go fact finding.

1. Consult experts in person, if possible, or read books, pamphlets, magazines, and newspapers.

F. Write a first draft.

IV. The wise revise, again and again.

A. After a cooling-off period, reread your first draft to catch any errors and to find places where it can be improved. Ask yourself these questions:

1. Have I something worth while to say?
2. Do I mean what I say?
3. Do I say what I mean?
4. Do I say it as briefly, as simply, as concretely, and as vividly as I can?
5. Do I have a positive approach to the problem?
6. Have I used needless words? long words?
7. Have I varied the length and type of my sentences to avoid monotony?
8. Have I used transitions or "bridges" to take my reader from one point to another?
9. Have I covered the *W*'s (who, what, when, where, why)?
10. Have I used the active voice?
11. Have I checked the spelling, capitalization, and punctuation?

V. Write or type a neat final draft.

A. Read it *aloud* to catch errors your eye may have missed.

1. Did you omit anything in copying from your first draft or notes?
2. Do you have a tempting introduction and a memorable conclusion?
3. Do you stick to your subject (unity)?
4. Do the sentences and paragraphs stick together (coherence)?
5. Does a central thought or intention stick in the mind of the reader (emphasis)?

P.S. Please keep this letter in your English notebook.

The Beginning Teacher and Classroom Control

By

CARL H. PETERSON

ONE OF THE PRIMARY CONCERNS of secondary-school administrators is the ability of new teachers to maintain proper classroom control. In larger urban high schools in particular, where the student is apt to be somewhat more cosmopolitan, many young teachers find to their surprise that the young "adolescents" sitting in their classrooms are as worldly and mature as the teacher.

At Easton High School, an assistant principal is given responsibility for the professional growth of new teachers in matters of curriculum, teaching techniques, and classroom control. Since Easton expects each of its eighty-four classroom teachers to be capable of maintaining proper classroom discipline under normal conditions without outside assistance, it is considered important that new teachers receive proper guidance at the outset.

The first step in Easton's program is to see that each new teacher consults several books on adolescent psychology, available in the school library, with the thought that the craftsman must know the material with which he is working. If possible, these materials are made available to the teacher during the summer.

With the start of school, the administrator charged with the supervision of new personnel meets frequently with them during the first few weeks of the term. At these meetings the teachers are encouraged to ask questions and to share their feelings and experiences with other new staff members. One of the primary purposes of the frequent get-togethers is to create in new teachers the feeling that they are part of a

friendly group and that they have not been left entirely to their own devices at the beginning of their teaching careers.

In addition to frequent informal meetings, where the administrator acts as an adviser and guide rather than an authoritarian figure, he also visits classes frequently, but for short periods of time. The reason is obvious. Long visits, where the observer sits through an entire class, often tend to unnerve rather than reassure a new teacher. Short, spot visits, however, where the administrator drops in briefly, serve to reassure the teacher that he is not, after all, quite alone, and that help is available in case he needs it.

The frequent sight of an administrator strolling casually into the room has an additional benefit. High-spirited members of the student body are less apt to take advantage of an untested staff member if they

EDITOR'S NOTE

The principal said to the new teacher: "Your first responsibility is to demonstrate that you can control your classes. Don't try to earn their respect first. And remember that as a teacher you are not engaged in winning a popularity contest. Only after your students recognize your authority and act accordingly, can you relax your role as a benevolent Simon Legree. This may take as much as two months, so don't expect it to happen overnight." The author of this piece did not write the quotation—it is ours. But he writes knowingly of the orientation of beginning teachers. He is assistant principal, Easton (Pennsylvania) High School.

know that an administrator who has "been around" as much as they have is apt to catch them in an unwise act.

"Testing the new teacher out" was how one student rather lamely explained to me his overt misbehavior, in a recent closed-door disciplinary session. Little did the student know, perhaps, that his remark was a rather neat summation of what the adventurous student, in his classroom misbehavior, is attempting to do to the neophyte teacher.

In order that the testing-out period be of as short duration as possible, each new teacher at Easton is given eleven concrete suggestions for obtaining student-teacher rapport. The suggestions are based on the fact that there are certain things which a new teacher does, or does not do, which materially affect his chances of establishing, or failing to establish, rapport with his pupils.

Lacking experience, many young teachers become overdictatorial, meting out punishment for every tiny infraction. To an age group whose primary urge is to move toward independence, this is anathema. Resentment soon flows wholesale, and the battle is taken up in earnest.

Other young teachers move in the opposite direction. Believing in a democratic classroom atmosphere, and wishing to gain the good will of their students, they fail to assert themselves in the slightest degree. Unfortunately, adolescents, though seeking freedom and independence, usually lack the maturity to function effectively in a laissez-faire atmosphere. Consequently, bedlam soon reigns, and the teacher's days become one exasperating effort after another to hold the line. In addition, control once lost becomes extremely difficult to regain.

The eleven suggestions for establishing and maintaining proper classroom control, given to all new Easton High School teachers, are outlined below. It has been the author's experience that the new teacher, following these precepts, gains a feeling of

confidence in his ability to handle adolescent behavior sooner than if he had been left entirely on his own. In addition, older teachers often benefit from a reassessment of the basic techniques essential to the maintenance of a harmonious teacher-pupil classroom relationship.

HINTS ON CLASSROOM CONTROL TO NEW TEACHERS

1. *Be businesslike.* The students will be watching you to see what kind of person you are. Remember that first impressions mean a great deal. If they size you up as a mature, confident person who knows what he is doing, the battle is half won.

2. *Be prepared.* High-school students are quick to note indecision, vacillation, and unpreparedness on the part of the teacher. Start each lesson on time and know what you are going to say and do.

3. *Keep your lesson and presentation interesting.* Bored students often get into trouble. Interested students seldom do.

4. *Know when to overlook.* Don't seek trouble. Overlook small things which are unintentional and do not matter.

5. *Know when to assert yourself.* This is one of the most important principles in maintaining proper classroom control, and the place where many young teachers err. Every experienced teacher (and every student) knows that for the common good, there is in every democratically run classroom an invisible line beyond which students must not pass.

(a) Distinguish between unintentional and intentional pupil misbehavior.

(b) Distinguish between pupil discussion and pupil argumentation.

(c) Distinguish between pupil humor and pupil insolence.

Once having decided that a pupil's action falls into one of the three latter categories, deal with the situation immediately. Remember that, as a teacher, you too have certain rights. Do not be afraid to assert yourself. Your students will respect you for so doing.

6. *Do not bluff.* Students are quick to see through and lose respect for the teacher who continually threatens but who does nothing about pupil misbehavior. Such a teacher is fair game for a roomful of high-spirited adolescents. Once you have decided that chastisement or punishment is merited, administer it matter-of-factly and return to the lesson. (Important: Experience has shown that some students, if not all, have an amazing facility for assuming an air of injured innocence when being reprimanded by, or after receiving a disciplinary

ninth period from, a new or beginning teacher. Your school administration assures you that this is perfectly normal, and asks you to remember that students respect a teacher with strength of mind and character. Once having decided that a student deserves disciplinary action, stick to your guns. When administrative backing is needed, it will be there.)

7. *Be consistent.* Do not suppress certain pupil actions one day, and tolerate them the next. This leads to pupil insecurity and distrust of you as a teacher and person. Let the pupils know what you will and will not stand for, and your disciplinary problems will be few and far between.

8. *Be fair.* Treat all pupils alike. There is no place for favoritism in the classroom.

9. *Do not pretend that you know everything.* Simply because you are a teacher does not mean that you must always be right. Your students already know that you are not infallible, and will respect you if you say, "I don't know; let's look it up."

10. *Get to know your students.* One of the basic needs of adolescents is a need to conform. Perennial discipline problems are nonconformists, and most are in need of outside help. A series of afterschool conferences with an interested, understanding teacher can do much to help such students find and accept themselves. A teacher who takes the time to know and understand his students usually finds that his job has become more interesting and that his

major disciplinary problems have a way of disappearing rapidly.

11. *Keep your sense of humor.* One of the most important things a teacher can bring to class with him as he attempts to relate effectively to the varied adolescent personalities which fill his classroom period by period is a sense of humor. Students look forward to their classes with mature, confident teachers whose cheerfulness and humor combine to make the lesson both interesting and worth while. In addition, humor has saved many a classroom situation from becoming needlessly embarrassing or difficult for both pupils and teacher. The teacher who combines firmness with a sense of humor to fit the occasion is hard to beat.

Practical guideposts such as the foregoing, designed to aid the new teacher in securing and maintaining an optimum pupil-teacher relationship, combined with frequent, friendly supervision and advice, do much to ease the strain of teacher adjustment during the all-important opening weeks.

As most administrators will agree, the teacher who has the class under control early in September is quite likely to be the teacher who has the least problem, disciplinewise, in June.



Priorities in Education

I'm not proposing a campaign to glorify the egg-head, but I am proposing recognition for academic achievement for everyone who earns it. Certainly we should pay special honor to the champs—the academic race horses. But let's give some recognition also to the work horses who give it all they've got.

Perspective, quality of instruction, improvement of general education, and opportunities and motivation for all youth to develop their full potential, seem to me to be items of top priority for the secondary school. I recognize that there may be others equally or more important for a particular school and community. . . .

Public education in these United States always has been and, I hope, always will be the subject of great public interest and debate. Most of the critics of our public schools are their loyal supporters. They are

critical because they want to improve the quality of education for their children.

The great challenge to educators is to be able to enlist and coordinate this support so that we can maintain our perspective even when the going gets rough.

Russia may be far ahead of us in mobilizing its resources for the benefit of the power of the state, but America is far ahead in utilizing its resources for the freedom and dignity of the individual. What does it profit us if we sacrifice the second to gain the first? Khrushchev may have beaten us to the moon, but if he ever applies for admission to heaven, I am sure that he will be met at the gates by an ex-high school principal armed with an American aptitude test.—L. A. VAN DYKE in *School and Community*.

Teachers Observe Teachers

By ELI NIEMAN

LAST SEPTEMBER, thirteen new and inexperienced people came to our junior high to teach. Five of these teachers had been granted emergency licenses, and six had no previous teaching experience. Eager, fresh, but frightened at the voluminous rexographed materials and the broad outlines of the year's goals, their feelings of "What did I get myself into?" deepened after the first week. Then pupils began to feel and respond to the new teachers' insecurities.

To make our newcomers feel more comfortable, we used several techniques: the "buddy" teacher system, visits to observe the more experienced teachers, and a weekly conference period, during which they conferred with the principal in his office, discussing their problems with one another and with him. The assistant principals also encouraged the newcomers. They stepped into the rooms of the new people, made helpful suggestions, but wrote no formal observations.

In spite of these measures, however, our new teachers continued to feel insecure. The pupils were not co-operative. Lessons never ran smoothly. Overburdened with clerical duties, with haggard faces and weary bodies, these teachers trooped into the office with that "Thank God the torture for the day is over" feeling.

Many of the experienced teachers realized that this situation was not good. At a staff relations committee meeting, the chairman, Jack Blumenthal, raised the question of what we as fellow teachers could do to aid our new colleagues. The S.R.C. then developed some ideas for immediate implementation, which received the blessing and approval of the principal.

Another teacher, considered a good disciplinarian, then gave some practical suggestions for the improvement of classroom discipline. His suggestions ranged from the desirability of being consistent to the importance of reminding a child about proper dress.

The newcomers asked many questions, the answers being confined solely to solutions which were as practical and immediate as the more experienced teachers could make them. The new teachers responded enthusiastically. During the discussion they would interject, "That idea is wonderful, I'm going to try that," or "I think that technique will work for me."

The chairman then announced that if a newer teacher wished, he could invite a more experienced teacher to his room for an observation of a lesson. It was also stressed that this was in no way a supervisory arrangement but merely a friendly gesture. In addition, not only was this a voluntary arrangement, but it would be kept confidential between the two teachers and if the new teacher didn't care for any suggestions made, he could just stow them. The thought was that this would be of great benefit because many new teachers feel uncomfortable about discussing all of their difficulties with a supervisor. The new teachers welcomed this project. Arrangements were made for the interviews, and the project got under way.

EDITOR'S NOTE

Like the previous article, this one has to do with problems faced by beginning teachers. Contrast the approach here with that on the preceding page. This is more of a human interest vignette but quite effective nonetheless. The author is Eli Nieman, chairman of social studies, Corona Junior High School in Queens County, New York.

After the observation, the observer and the new teacher conferred about the lesson. The advice given ranged from the method of setting up a daily schedule for class activities to ideas concerning good motivational techniques for specific lessons. The new teachers were grateful, and welcomed the criticism. No records and no formal statements were written down. Yet the advice offered at these conferences gave the teachers a new lift. They still had their troubles but because they felt they were not alone, their problem didn't seem insurmountable.

At future lunch hours, many of the new teachers, eager for more information, continued to tell of their difficulties and their previous observers. At these informal get-

togethers, advice and help were given freely. Surprisingly enough, many of the experienced teachers expressed the feeling that they were learning a good deal as well. The chitchats made them re-examine their own objectives and techniques, and they incorporated into the teaching of their own classes some of the fresh ideas of the newcomers.

The greatest value of this reverse inter-visitation is the effect it has had upon the social relationship of the faculty—new and old faculty members have meshed. It is no longer "Good morning, Mr. Jones," but "Hi, John." In the teachers' lunchroom, new teachers do not sit alone or with one another but intermingle freely in a friendly, informal, and co-operative atmosphere.

The Challenge of Automation

Automation has focused attention on our problems and our opportunity. The old pattern of education, already on its way to oblivion, is a luxury which neither the business and technical communities, the public schools, nor the community-at-large can afford. The challenge is one which cannot be met by teachers discussing petty little topics which so often occupy many of their meetings and conventions. Nor can it be solved by the technical and business groups attempting to "go it alone." Somehow the various component elements must be brought together in an effective working relationship.

Needed first are more information and better communication. The starting point would seem to be more talk: discussion, criticism, and evaluation. Out of this process there should gradually develop an appreciation for the dimensions of the problem, and from this there can evolve measures to meet the challenge. There are, however, two extremely important requirements: (1) This talk must be carried

on by education *with* business, science, and industry (and perhaps government), and not separately. (2) It must be done at all levels and not by the experts and higher brass alone.

The proposal, then, is this: that the process be begun by a national convention of education, business, labor, and science personnel which would focus attention on the topic of automation, the scientific revolution, and education. The convention would serve as a meeting place for teachers, scientists, labor leaders, and engineers first to take a good look at each other, to get things off their chests, and then to begin to evolve an appreciation for what must be done by each in co-operation with the others. An important aim of the convention would be to plan additional meetings of this type on regional, state, and local levels. In few places is something already being done.

Through such a process, the ferment of ideas might reach all parts of our society.—NICHOLAS ECONOMOPOULY in *Education*.

Modern Foreign Languages

EDITOR'S NOTE

Almost everybody agrees that able and interested students should study modern foreign languages. What language to study makes no great difference so long as two provisions are met: (1) that the sequence of study runs long enough for students to gain some proficiency, and (2) that the language is studied with initial emphasis on hearing and speaking.

It is not extremely difficult to teach a modern foreign language so students can learn to speak it. As children we all learned our native tongue that way. It is only when we begin a study of language by examining structure and memorizing conjugations that it becomes formal and tough. The truth is that a bookish study of modern language has proved ineffective in enabling students to speak a language with any degree of proficiency.

Peter F. Oliva, our first author, is associate professor, College of Education, University of Florida, Gainesville. John Edward Allen, III, our second author, is now instructor in Russian, New Canaan (Connecticut) High School, and previously was modern language teacher in Russian and German, Petersburg (Virginia) High School. Joseph Venti, our third author, is chairman of the department of foreign languages at the North Reading (Massachusetts) High School. Randall Broyles, author of the concluding article, is a teacher in University High School, West Virginia University.

Reassessing Foreign Language Programs

By PETER F. OLIVA

THE EXPANSION OF FOREIGN LANGUAGE INSTRUCTION in our schools is a significant development. Figures released by the United States Office of Education indicate that as recently as 1957 only 44 per cent of the public high schools in the United States offered foreign languages. Among the factors which have caused reassessment of our foreign language programs are these:

(a) *The launching of Sputnik I.* The Russian triumph in orbiting the first satellite called attention to some of the inadequacies in our school programs. In shocked amazement we discovered that a totalitarian nation which but a few short years ago had been a nation with a high rate of illiteracy had temporarily beaten the United States in the race into space. Though our school curriculums are under constant scrutiny and re-

vision, the Soviet success in the field of science gave a sense of urgency to a thorough reappraisal of American education. We confirmed deficiencies in the fields of science, mathematics, and foreign languages, and in programs for the bright youngsters in our schools.

(b) *The National Defense Education Act of 1958.* The United States Congress, acting in the wake of Sputnik, pushed through the National Defense Education Act of 1958, which provides federal aid to the states for developing programs of science, mathematics, and modern languages. The word "defense" in the bill clearly shows the mood of the Congress in granting this necessary aid. Under the N.D.E.A. program local schools may purchase equipment and materials for the above-mentioned three criti-

cal areas. Other features in the act make provision for improved guidance programs, experimentation with mass media, and fellowships for capable college students. Language institutes are authorized for the professional improvement of foreign language teachers. Language centers have been set up under the act to train students in foreign languages not commonly studied here.

(c) *The Conant report.* James B. Conant's study of American secondary education, summarized in *The American High School Today* (New York: McGraw-Hill Book Company, Inc., 1959), has had a pronounced impact on our secondary education programs. We may expect many of the recommendations of the Conant report to be adopted in our secondary schools. Bearing the stamp of a highly respected scholar and statesman, the Conant report has recommended, among other things, reduction in number of high schools, increase in size of schools, special provisions for the academically talented, ability grouping, and, of special concern to language teachers, a third and fourth year of foreign language instruction in the high school.

Foreign language instruction has been undergoing considerable change since the second World War. Let us consider a few of the more significant features which should be found in an up-to-date program of modern language learning.

(1) *An Emphasis on the Spoken Language*

A visitor to the modern language classroom should hear more of the modern language being spoken than he hears English. Programs in the modern languages are now emphasizing as the primary objective the ability to speak the language. In the past the primary emphasis in both high school and college has been on the reading objective. World War II, the tremendous increase in tourism, and the promotion of international understanding have caused foreign language teachers to place the abilities of speaking and comprehending before the

abilities of reading and writing. Language teachers will be the first to attest that the linguistic objectives of language instruction—the abilities to understand, speak, read, and write—cannot be achieved equally in the short time schools ordinarily allot to language instruction. Consequently, a priority ranking of the goals must be made. A modern program of foreign language instruction will place the aural (comprehension) and oral (speaking) skills first in its ranking.

(2) *The Use of Audio-Visual Equipment and Materials*

No foreign language program can hope to be successful today without the use of audio-visual materials. Included in these materials should be realia, films, filmstrips, pictures, charts, maps, slides, newspapers, magazines, books, records, tapes, and electronic devices, including educational television. If the teacher relies primarily on a basic textbook without supplementing it with the many aids available, the foreign language program cannot be most effective. Foreign language teachers throughout the country are rapidly incorporating in their programs language laboratory equipment. The laboratory technique has been borrowed from the field of science, where it has been a fundamental part of the science program. The laboratory provides a student with a place and with equipment for practicing the language patterns he has learned in the classroom. The language laboratory gives the student of a modern language the opportunity for unlimited drill in comprehension of the language, pronunciation exercises, and speaking practice. The term "language laboratory" unfortunately means many things to many people. The possession of a mere tape recorder and record player does not constitute a language laboratory. A "listening" laboratory (the simplest type) needs as minimal equipment a tape recorder, earphones (preferably a set for each student), and tapes. More advanced labora-

tories are equipped with individual microphones for each student so he may hear himself speak, individual tape or disc recorders so the student may record his own speech, and a number of channels so the student may select with the twist of a dial a particular tape for a particular language or for a particular lesson or level.

An occasional layman has the erroneous notion that with electronic equipment, the language teacher pushes a button and then sits with his feet placed on his desk reading a copy of the latest best seller. Nothing is further from the truth. Instead of decreasing the teacher's burden, the use of electronic devices adds to the teacher's duties. Visitors to the language classroom which uses laboratory equipment will find teachers busier than ever making lessons and putting them on tape for student use. Preparing materials for laboratory use is a time-consuming process. However, for the development of the abilities to comprehend and speak the language, for the large amount of drill needed in learning a foreign tongue, for providing a variety of voices and lessons, for motivational purposes, for providing for individual differences in the language classroom, and even for improving teacher control of the class, the language laboratory is essential.

With the newer emphasis on audio-visual education a shift in methodology has come about in the language classroom. From limited printed materials the teacher has moved to the use of many printed and non-printed materials. In addition to tests which measure achievement in reading and writing skills, teachers are developing tests of aural comprehension and speaking ability. Every effort is now being made to let the students constantly hear and use the language and to bring the authentic foreign environment into the language classroom.

(3) *An Expansion of the Foreign Language Curriculum*

Recent curricular developments include the introduction of a modern foreign lan-

guage in the elementary schools. School systems throughout the nation have begun second language instruction in the grades, usually starting in the third or fourth grade. A few school systems begin foreign language instruction in the kindergarten or first grade. The trend in this development is toward a continuous, unbroken sequence in the language through the elementary school, junior and senior high schools. At the junior-high-school level, communities are experimenting with exploratory programs of language instruction. Some school systems are moving the first year of foreign language instruction down into the junior-high-school program. On the senior-high-school level, school boards, encouraged by the Conant report, are providing a third and fourth year of foreign language instruction, even for small classes which do not meet the requirements for a minimum number of students. It is generally agreed that there is no longer any point in offering a halfhearted program of language instruction. The pattern of two high-school years of foreign language instruction has not met the test of successful achievement on the part of our boys and girls. Two school years are an insufficient time to hope for mastery of a foreign tongue.

The curricular offerings in language are undergoing another type of change. School systems which have sufficient size of enrollment are increasing the number of different languages taught. Our schools have traditionally offered Latin, French, and Spanish. Latin and Spanish have been the leaders in enrollments in recent years. French enrollments are climbing. German, which was withdrawn from our curriculums during World War I, is regaining in popularity and is being added to the language offerings in many high schools. It is not uncommon to find Russian offered now in some high schools. The number of languages offered must be determined by the size and needs of the community and student body. In making a decision on offering

another language, administrators and boards must exercise these precautions:

(a) When a new language is added to the high-school program, there should be the possibility of a continuous sequence of at least three years in that language.

(b) The new language must not hinder a continuous sequence in a language already started in the elementary school.

(c) The new language must not be chosen on the whims of a single teacher or school official.

(d) A community which considers itself a leader in education might do well to adopt one of the Asiatic languages for its new offering in place of another Western European language.

If a school system is just large enough to offer two languages, it is quite possible it will desire to stick to the established practice of offering one classical language, Latin, and one modern foreign language. An added word about Latin. Since the National Defense Education Act does not provide funds to aid the classical languages, the school administration needs to make extra effort to obtain funds locally for materials and equipment for Latin classes. Though the spoken language is not emphasized in Latin, the Latin teacher has as great a need for certain types of materials as has the teacher of modern languages. To keep Latin attractive to students, the Latin classroom must look alive.

Thus, a modern program of foreign language instruction would include an emphasis on the spoken language, the use of audio-visual materials and equipment, and the expansion of language offerings in the curriculum.

School officials evaluating their programs of foreign languages might be well advised to apply the *Evaluative Criteria*, 1960 edition, Section D, "Foreign Languages," which may be obtained from the Cooperative Study of Secondary-School Standards, American Council on Education, 1785 Massachusetts Avenue, N.W., Washington 6, D.C. To judge the competence of teachers of modern foreign languages, they may wish to consult the "Qualifications of Teachers of Modern Foreign Languages in the Secondary Schools" as drafted by the Modern Language Association in co-operation with other groups. These qualifications may be found printed in a number of publications, including the *Bulletin* of the National Association of Secondary-School Principals for September, 1959, pages 11-14.

With the current national interest, foreign languages, which have been treated in many communities with indifference and even antagonism, are in a period of renaissance. Conscientious school officials will carefully examine their language offerings to see if pupils in their schools are enrolled in modern programs of foreign language instruction.

The Case for Foreign Language Teaching

By JOHN EDWARD ALLEN III

NOT TOO MANY YEARS AGO, the typical American attitude toward foreign languages could be summed up in the oft heard phrase, "If he wants to talk to me, let him speak English." Although the situation is now much improved, it is still not uncommon that members of an embassy staff in a for-

eign land will have to employ a number of native interpreter translators because they themselves do not know the language of the country. With military, cultural, and economic missions to a host of nations, and the arrival of a number of new and independent nations as the result of retreating colonial-

ism, the traditional American indifference to foreign languages has become a serious lack in our educational heritage.

In today's high school, one will generally find the traditional offerings of Latin, French, and Spanish on the linguistic menu. In a few areas with heavy nonnative American populations, one might come upon Polish, German, or Czech, but these are exceptional cases.

At the risk of heated rebuff by Latin, French, and Spanish teachers everywhere, I feel that I must say that though their specialties have excellent cultural utility and foundation, they have but little application in our present modern educational system except as mental discipline.

French is a beautiful language, a language of romance and culture, the language of Rousseau, Molière, Voltaire, and other literary lights, but a language which has little practical application in this modern day and age. The diplomatic language of the past, French is rapidly losing ground in this area as well. It is excellent preparation for the student who desires to major in French studies on the college level, but any student who imagines that three years of a high-school French course will give him a *good* knowledge of the language and the ability to speak it fluently is whistling in the dark.

I remember the story of the business executive who had chosen a young man in his firm to attend a trade fair in France, and called him into the office for a final briefing prior to his departure.

"I assume that your knowledge of French is flawless," inquired the executive.

"Hardly flawless," returned the youth. "But I never had trouble making French waiters and taxi drivers understand me."

"Yes, yes," muttered the executive. "But suppose no waiters or cab drivers show up at the trade fair?"

The point is moot, and easily understandable by anyone who remembers his high-school language training.

I fear my opinion of Spanish in terms of modern utilitarianism is much the same or possibly even more pessimistic. A high-school Spanish student will not be able after a three-year sequence to speak Spanish fluently, nor will he be able to read original Spanish literature.

I have higher praise for the study of Latin because of the large number of basic English words of Latin derivation, but I have met few students who ever did anything with it to their own educational or cultural advantage.

I have released a flood of criticism, most of which, I feel sure, will be very unkindly received by teachers of languages in high schools, but I hope to justify my position by comparing our language programs with other language programs more effective than our own.

Witness Germany, where, upon completion of secondary education, the average student has completed no less than eight years of instruction in his chosen foreign language. The American tourist visiting the Rheinland may believe that the large number of English-speaking Germans is a result of the long American and British occupation. This assumption would be largely wrong. The Germans are interested in English because of the large numbers of British and American military personnel in their country, but they learned the language in the schools, not from the occupying armies. In my capacity as an instructor of languages I have had opportunity to meet many West Germans in their homeland and in this country and have found that, in general, their English is excellent.

In the East Zone of Germany, the situation is similar with regard to Russian. Here Russian is the only language generally available, but the result is the same. Most East Germans educated since 1945 have an excellent command of Russian, learned in the schools over an eight-year period.

The Swiss situation is even more interesting. As an inhabitant of a small country, the

Swiss is never too far from one of the three borders of Germany, France, or Italy. As a result the Swiss youth is language conscious and grows up to learn at least two, if not all three, neighboring tongues, and he generally speaks them equally well.

To my thinking, no American educator has ever advanced a valid argument as to why such a situation could not exist in this country. The ancient dictum that "most foreigners worth talking to speak English" is not only no longer true, but it wasn't accurate in the first place.

At one time in this country, there was emphasis on the German language for pre-medical students. The reasoning was logical. Until a few decades ago, most of the outstanding work in medicine and surgery was done in Europe, notably at Vienna and Heidelberg, and most of the best medical literature was originally in German. Many of these works ended up in English translation or counterpart, but many excellent ones did not. The result was that most colleges recommended, if they didn't actually require, that a premedical student study the German language to the point where he could read and translate medical literature in German.

Today the same situation is true concerning Russian. Trained speakers of the Russian language are badly needed by the government, and colleges and universities are vying for instructors, with the result that few Russian-language personnel are ending up in the field of literary and academic translation. It is a fact that the amount of technical material which has been turned out by the Russians in the past ten years is simply fantastic. The volume of material appearing in print is so great that it is extremely doubtful if more than one-third of it ever ends up in English translation. The result is similar to the once-existing situation when German was a premedical requirement. The Russian language is playing an increasing role in the various scientific fields; some universities are requiring a

reading knowledge for higher degrees, and many colleges recommend it for pre-science majors.

To obtain a good reading knowledge of Russian will probably take the average college student three years, time which could be better spent. To the student encumbered with fundamental courses in science and mathematics, the additional chore of learning a language from scratch is just that, a chore. When considered from the point of view that he probably could have acquired most of his linguistic preparation on the elementary and secondary level, it takes on the aspect of an unnecessary chore.

The outraged formalist will declare that such preparation is not a part of our "educational heritage," and that I might just as well suggest that elementary and secondary students be taught matrix algebra or theory of functions of complex variables. This type of reasoning does not make sense. To study the higher sciences, the student must be well based in fundamentals. Analytic geometry is necessary to comprehend calculus, calculus necessary for the higher algebras, and so on, but this is not true with language. There is no prerequisite to linguistic study, at least no educational prerequisite. The child psychologist may argue that one child is more able at language than another, but the fact remains that a child may begin to acquire a second language almost as soon as he begins to learn to speak his native tongue.

I have been told that such a concept is "ridiculous," but my critics ought to consider the facts which bear out my argument. Witness the children of our United States Army personnel stationed overseas. The child of six or seven can acquire a vocabulary almost as good as the native children with whom he plays in as little as a year while his parents are still struggling with a basic phrase book.

I have seen the American mother in Germany take her child with her to the local grocery where her seven- or eight-year-old

son or daughter proceeds to order mother's necessities in effortless German. The child may know nothing at all about the grammar of the language. No English-speaking child knows anything about the grammar of his native language until about age ten, but he has been speaking it since age one or so.

While a child's mind is much quicker to absorb information, particularly language, it lacks the sober retentive quality of the adult mind. The formalist will examine the child who ordered the groceries in German two years after the child has returned to this country and discover that the child has forgotten most if not all of the language he once spoke so well. The formalist will cite this as a proof that language education with the very young is wasted effort.

The fallacy of this rejection is obvious: nothing that requires any acquired skill whatsoever can possibly be retained in active usage without habitual practice. The champion bowler who has put his ball away for several years may find it difficult to bowl even an average score and the piano student who stops lessons and practice for five years will have difficulty with the simplest tunes. The language student who has no opportunity to use his language will soon lose his ability to speak it, if, indeed, he even understands it after a few years.

The principle by which the Germans and Swiss have enabled their children to learn languages and learn them well is simple, "Start early and continue. . . ."

Beginning with our equivalent of the fifth grade, the teacher of language is working with a mind which can easily learn two words for each new concept and thing. Constant repetition and conversational practice enable him to commit these words to memory. Through daily usage and object association, he can use these words freely, without conscious effort at recollection. Conversational practice is the soundest principle of teaching language to the very young. It is the easiest for the teacher as well, as "talking" is never a problem for a child.

The fifth-grade child knows "I am, you are, he is" through constantly repeated usage until it has become habit to use the right form in the right circumstance; he is unaware of the concept of conjugation, and "present indicative" or "present perfect indicative" has no meaning to him. This child could just as easily learn the German "ich bin, du bist, er ist" or the Polish "ja jestem, ty jesteś, on jest" by association. This is the time for him to learn language, the time when he can easily acquire two sounds for the same thing, one English and one foreign, without the arduous labor that his elders go through who must memorize in fact the things the child has learned in usage.

By the high-school level, the child will have had four years of preparation in conversation and vocabulary acquisition on an ever increasing plane, which would roughly correspond to his knowledge of English. In the high school, he may learn that the words he has been using are "nouns," "verbs," "adjectives" and so on but the major work is already in the past. Hopefully, with the proper instruction by the language teacher, the high-school graduate should have an eight-year knowledge of a language, enabling him to converse freely and read the literature of his chosen language.

The point of all this is not a proposal on my part for a complete reorganization of public-school language-instruction programs in America. I do hope, however, that in the near future we shall see an increase in the number of "experimental projects" on language instruction in secondary and primary schools, as I feel the results of a proper program will yield extremely gratifying results. It is indeed a fortunate community which has an enlightened school board and superintendent who are genuinely concerned with our national apathy toward foreign languages.

Within the last few years the interest in the Russian language has increased tremendously as a direct result of the existing

international situation. From less than twenty secondary schools in 1956, more than 400 have or will introduce courses in Russian next fall.

I applaud wholeheartedly; yet the introduction of such languages into the secondary system, while a step in the right direc-

tion, is not the solution to our problem. Until we can effectively place modern language programs in the primary schools with complete sequences over a period of six to eight years, we shall continue to fall short of the linguistic standards of other educational systems.

Why a Student Studies a Specific Language

By JOSEPH VENTI

I HAD OFTEN WONDERED how a high-school student arrived at a choice of foreign language study. As a consequence of this curiosity, each fall since 1955 I have been asking my beginning foreign language students why they have chosen a specific language to study, as opposed to other languages. The school curriculum offers French, German, Latin, Russian, and Spanish. The students were encouraged to be as verbose and as frank as they wanted to be in giving answers. If they had multiple reasons to give, they were to list these reasons in order of their descending importance. They were also told that the question and their answer to it had no relation to grades, or to reports to parents and guidance counselors.

The only other information solicited was the student's age, sex, language class, language experience in the lower grades, other high-school language study, and school class. Names were not solicited.

What follows, then, is a summation of findings based on material gathered from these students for the past five years.

The largest group—roughly 48 per cent of all students queried—gave as their major reason for studying the language a desire to earn college units. Most of these students listed other reasons too, but they were secondary.

The next largest group—16 per cent of all students queried—gave as their major reason for studying the language the fact that they

liked it, that it was fun and interesting, and that it had a melodious appeal for them. Almost all students who had gone through language programs in lower grades fell in this group.

Eleven per cent of all students said they were studying the language as a direct consequence of parental, sibling, or other influences. Within these influencing groups the mothers were most often quoted as the potent factors in language selection, followed by fathers, sisters, brothers, and "they." "They" may have been anyone, from a casual friend to a member of the school's guidance department.

Ten per cent gave lean utilitarian reasons for studying the language. Some of the recurring themes in this group were these:

The language will be useful to me when I go to France (or to Spain, or to South America).

It will help me when I get out of school. (How it would help was rarely mentioned.)

It will help me as a secretary.

It will help me in business.

Eight per cent stated that they had chosen the language because they thought it would be easy, or that it was the easiest language available. The majority of these students were in Spanish classes, with some scattered in French classes.

Four per cent stated that they had taken the language in lower grades, had liked it, and had decided to continue with it in high school.

Three per cent of all students queried gave as reasons for studying the language the following sort of single answers:

- To know more languages.
- Because I had to.
- Just to see what it was like.
- I wanted to.
- I made a mistake in taking it and it is too late to change now.
- I have no reason for taking it.
- Taking it because of its universal usage.
- French language is a beautiful language.
- It was a challenge to me.
- I took French because I didn't want to take Spanish III.
- I am taking Spanish because I didn't want to go on with French.

In reference to the number of reasons given for language study, the following is of interest: 37.5 per cent of students queried gave only one reason; 39.4 per cent, two reasons; 19.4 per cent, three reasons; and 3.3 per cent, four reasons or more.

Eighty-five per cent of the answers contained the item "college," "college units," or "college credits" as a reason for studying the language.

The real point of interest, however, is that in only 48 per cent of answers was college listed as the major reason for language study. In some answers it was secondary, or of even lesser importance.

The 3.3 per cent group—the people who gave four or more reasons for studying the language—were exclusively freshmen and mostly girls, while the 37.5 per cent group—those who gave just one reason—were mostly juniors and sophomores.

Now, what do these figures show that can be termed representative and hence of general interest to all language people and administrators? They show that the theory of language study for the sake of earning college units is still too strongly embedded among our high-school students. Ideally, a language should be studied for its own sake; the two, three, or four college units earned while studying it should be a happy by-

product of that study, and not its primary goal or major motivating force.

These figures also show quite dramatically in what haphazard ways languages are chosen for study. A good language program in the lower grades would undoubtedly help eliminate some of this confusion.

In too many of the answers one finds directly stated or implied what we might call, for the lack of a better term, the truncated approach to language study—that is, the study of one language for two years only, or a two-year study of one language followed by another two years of a different language. All of this really accomplishes nothing spectacular for either language, and is primarily a tool used by some students to avoid the more difficult third and fourth years of language study.

Of special interest in these figures is the enthusiasm registered by freshmen for language study. This is something that should be nurtured and made to grow. Needless to say, much of this nurturing possibility would specifically revolve about the ability, skill, and personality of the teacher working with first-year classes. Sometimes the battle for a successful high-school language program is either lost or won in these first-year language classes.

Finally, we should not fail to note the voice of that small number of students who were exposed to language study in the lower grades, were caught in its enthusiasm, and now carry on the study in high school.

This fact should augur good things during the coming years for language programs both in high school and the lower grades. We might even add that a successful program in the lower grades, followed by first-class high-school studies, will inevitably have a repercussion on the approach and content of college language courses.

Now, is it the story of the little acorn that comes to mind, or is it the one about the tossing of the pebble in the still waters of the pond?

Integration of Social Studies and German

By RANDALL BROYLES

EDUCATORS ARE BECOMING MORE COGNIZANT of the educational and cultural values of foreign languages as an integral part of the modern school curriculum. The mentally capable student of today is entitled to the manifold contributions to be derived from study of a modern foreign language.

Adhering to the statement by Johann Wolfgang von Goethe, noted German literary personality, that "Wer fremde Sprachen nicht kennt, weiss nichts von seiner eigenen" ("one who does not know foreign languages, knows nothing of his own"), we undertook an experiment at West Virginia University High School in one of the core classes to develop the aural-oral approach to the study of German with emphasis on the *Kulturrekunde von Deutschland* (cultural understanding of Germany).

As the instructor of the experimental class, I sought to develop in the class a *Sprachgefühl* toward the understanding and appreciation of the language and contributions of other peoples. I had studied German at the Army Language School, Monterey, California, and had served two years as an interpreter and interrogator in the Army Intelligence Service in Germany, and was confident that the only approach to the study of a foreign language must emphasize speaking—in the same manner as we have learned our own language—along with a cultural understanding of the people who utter sounds often incoherent to the average educated American citizen.

A sociological approach to culture served to impress upon the members of the class the necessity for tolerance and understanding of peoples of other countries. Once this was satisfactorily realized, the class was prepared for the aural-oral study of German.

The German alphabet was first introduced to stress the many differences as well

as the similarities between it and our own alphabet. Then short and common phrases were introduced to emphasize accurate pronunciation and correct intonation and to show relationships with the English language. Such practices continued until the *Anfänger* (beginners) were able to develop their own dialogues and participate in free conversation on their own accord.

After many weeks of the aforementioned procedures, elements of grammar were gradually introduced into the conversation. Little did the majority of the class realize that they were learning the fundamentals of German grammar; they thought only that pronunciation was being more intensively stressed and drilled.

Following the initial phases of the study, two films were shown to acquaint the class with the culture and the language of the German people. These films were entitled *A Drive Through the Black Forest* and *Ein Tag in Einem Dorf* ("A Day in a Village"). This type of audio-visual aid did much to enhance the learning atmosphere of the class. The second film was studied thoroughly and analyzed in order to contribute as much as possible to the students' comprehension of the German language.

It is impossible to determine all of the achievements and shortcomings of the introduction of a foreign language into a social studies class in such a short period of time; however, some conclusions have been reached:

First, we found this exploratory class to be a good screening technique for those who possess the capabilities and desire to learn a foreign language; consequently, German will be taught as part of the regular curriculum to members of the experimental class as well as others who manifest above-average intellectual ability.

Second, the study of German improved the students' understanding of culture and the English language.

Third, the two-hour class is conducive to the integration of any subject matter, provided the teacher is well versed in several subject fields and provided he is willing to experiment.

Fourth, democratic processes of classroom control greatly enhance the learning situation. The students must feel they are

learning for their own sake, not for the sake of learning.

Fifth, lack of cultural and social studies background is a deterrent to thorough comprehension of the cultures of other peoples.

Sixth, one year is the shortest possible time in which to conduct such an experiment with a foreign language. At least three years are needed in order to develop a minimum understanding of and fluency in a modern foreign language.

What I Have Learned from Youth

By WILBUR A. NORTH
Compton, California

I am a schoolteacher. It seems to me that every adult I have known has been envious of teachers. I am sure my teacher associates will confirm this. When I meet a stranger and the conversation gets around to "what do you do?" and he finds out that I'm a teacher, I can see that he views me in a new light: in the light of respect, envy, and warmth. I am one of a group for which he has much fondness, because out of his past I represent a favorite person who inspired him—perhaps just swatted him.

I am envied as a teacher because I am one who has the great privilege of being associated forever with the great spirit of youth. This spirit of youth approaches life with a new freshness each year, is never bored, never takes anything for granted, is always searching for something new, never quits or gives up, has a sense of humor even in defeat, knows the latest fashions in dress and talk and dances. This is why my job is so satisfying.

I am sure we all realize that each day is different from the one before. High-school students of today who are here now think that the world revolves just around them, that they invented youth and high school, and new slang expressions, and new styles in dress, and new dance steps. Let me assure them that in a few short years they will be graduated and go into the world of work and grow old and will be treated poorly by the cold world. Then they may decide to visit their old school and they will find the same spirit of youth here. We will not have changed. We'll all be right here on the

ground floor of youth. This is why we as teachers know we have the best job in the world, and it is why we are envied.

So, the first thing I have learned from youth is to be grateful to them for being just what they are—wonderful youth.

The second thing I have learned from youth is to respect their pride, their swift retaliation to the insult, their resentment against being pushed around just because they are young, their insistence upon fairness in our dealing with them, and then their wonderful response to being treated fairly, with dignity, and with friendliness and warmth.

The third thing I have learned from youth is that they have a seeming clairvoyance, an "instinct" we might call it, for seeing into the very heart of a teacher. They know the teacher who is sincere in trying to do a good teaching job; they know the one who is just putting in his time from one payday to the next. They know the teacher who is really "tough," and the one who is just "half tough." Let the "half tough" teacher beware of trying to bully his students: trouble lies ahead for him. Youth respects sincere effort, fairness, firmness.

The greatest thing I have learned from youth is that they react to a person in direct ratio to the way they are acted upon. This is of course true of all people, but it is more so with youth. A teacher displaying a warm, friendly, outwardgoing personality need never have any qualms about being a teacher—his students will be the same!

EVENTS AND OPINIONS

THE TIME HAS COME: There is no institution in the United States that has been "pushed around" more than the American public school, and the time has come when schools should show some courage, fight back the lethargy of parents, and begin teaching subjects that are worth teaching, according to Professor Edward J. Gordon, director of the office of teacher training at Yale University.

Further, schools today, if "they are going to be respected," must have the courage to override parents' objections in the choice of textbooks. Gordon feels that school authorities should not bow meekly and "snap textbooks out of circulation" at the whim of the parent, but rather they should bluntly ask, "Do you want your child to have a book that excites or interests him or do you want him to sit around and read 'Pollyanna'?"

According to the professor, public school teachers should strive to set up certain standards by their own conduct which can be admired and imitated by the school children and should not concentrate on "trying to find safe corners and hide behind barriers rather than tackle the basic issues."

Perhaps these challenging words lose their sharpness when we consider that they are uttered by a professor safely entrenched behind the protective walls of a university and comparatively free of the strains and pressures of public school teaching. Nevertheless, consider his remarks and let this new school year be characterized by courageous, inventive, and rejuvenated teaching.

THOSE WHO STAND STILL: It may be appropriate, at this time, to introduce a query which we received from Maurice W. Miller, S. M., who is principal of Riordan High School at 175 Phelan Avenue, San

Francisco 12, California. He would like to hear from fellow administrators who have suggestions for solving the problem which he poses, and, for that matter, so would we.

"I am wondering what other administrators are doing about certain teachers of a 'certain' age. Today the pace of life in education has apparently bypassed these 'certain' teachers, who rest secure behind the bars of tenure.

"I.B.M., I.C.B.M., Sputnik, closed-circuit TV, electronic laboratories, the Advanced Placement Program, the new-look in mathematics and science, and the ever increasing 'earn as you learn' summer institutes have catapulted administrators into a state either of confusion or action. Administrators realize that their school cannot be caught standing still. Nevertheless, the school will remain stationary unless the teachers move. Too many teachers of a certain age have been caught standing still by this explosion in education. How can administrators get these teachers in orbit? Or are they nonconditionable material, too great a risk to be placed in orbit? If so, what are we going to do when we already operate under the strain of a teacher shortage?

"I would like to hear from other administrators."

TEARFUL RESEARCH: Tests indicate that good grades may be characteristic for those students who cry at peeling onions. Two Michigan State University psychologists, Gerald L. Hershey and Dr. Henry C. Smith, chose 200 out of 1,000 items from various personality tests and gave them to 110 male students. From the answers they picked thirty-eight questions that showed relationship to the students' grades rather than to intelligence. The thirty-eight questions were then given to 140 other male stu-

dents. The answers showed great relationship to these students' grades and practically none to intelligence.

When having to respond to the statement, "I rather often do worse at things than I expected to do," the students with good grades usually answered false. Such statements as "Peeling onions very quickly brings tears to my eyes," and "I do not like to see women smoke," both brought the answer true from good students.

Since the relationship of personality to grades may differ between men and women, the test was developed for males only.

We have attained an interesting level in educational research.

A WORTH-WHILE INVESTMENT: A new bibliography of *Paperbound Books in the History and Philosophy of Science* has been prepared as a guide for high-school science teachers. This sixteen page, mimeographed compilation lists approximately 200 titles and includes an estimate of the difficulty of the content and language of each book. A copy may be obtained by writing Leo E. Klopfer, 77 Batchelder House, Harvard Graduate School of Education, 7 Kirkland Street, Cambridge 38, Massachusetts. Please enclose ten cents to cover mailing expense with your request.

THE FOG INDEX: Robert Gunning of Blacklick, Ohio, has devised a formula to take the fog out of writing, after devoting several years to the task of finding out what is clear writing. It seems that when any written material goes beyond the reading level of a person with twelve years of education (a fog index of 12), its chances for comprehension, or even of being read, drop drastically. Good, readable copy, therefore, should "check out" at an index of 12 or below. The Gunning system of figuring the fog index consists of these three "simple" steps:

1. Find the average sentence length by counting the number of words and divid-

ing by the number of sentences. Complete thoughts linked by semicolons or other devices count as separate sentences.

2. Count the number of words having three or more syllables. Do not count any capitalized words, words which are combinations such as basketball or bookkeeper, or verb forms made three syllables by adding "ed" or "es." Divide this total by the number of words and you get the percentage of "hard words."

3. Add the average sentence length to the percentage of "hard words" and multiply by .4.

For example: A passage contains 225 words and 10 sentences. The average sentence length is 22.5. There are 40 polysyllable words. The percentage is 17.8. Add 22.5 and 17.8 for a total of 40.3. Multiply by .4 for a fog index of 16.12.

Several industrial concerns, using this fog index, are producing communications with a high readability. Why not apply this formula when preparing your next manuscript for CH? We will be pleased to test the correlation of the "fog index" with the "acceptance index."

FOOD FOR THOUGHT: Here are several provocative statements heard during a recent convention of the American Association of School Administrators, as reported by the *Council Reporter*, published at the University of Buffalo:

- Teaching machines will be used for approximately one-fourth of the instruction in the not-too-distant future.

- You show me a school where there is good morale and I will show you a school that does not have a new idea.

- The only thing that research on educational TV has proved is that more students can learn facts from a lecture; yet we decided long ago that other teaching methods are more effective than the lecture in achieving classroom objectives. Thus, lecturing is still useful.

JOSEPH GREEN

Re-searching in the Library

By ALBERT NISSMAN

"EXPLORE OUR STATE. Get to know its geography. Learn something about its historical importance. Make inquiries concerning local, state, and federal governments. Learn the *big* things, the *concepts*. Of course, you have to know facts before you can develop concepts. But let's not be bogged down by reams of little facts that can always be looked up in reference works." This was my introduction.

"How?" was the expressed and implied collective question of my class, a block (ninth-grade English and social studies) class of twenty-seven pupils on a junior-senior high reading level with an I.Q. range of 113-138.

"By doing *re-search*. These facts and data have been discovered, explored, and collected by many well-qualified people in the various social studies. These experts were on the prowl for preliminary and original sources of information. Now you are going to discover, explore, and collect these same facts and data *again*. In other words you will be doing *re-search*."

Questions came furiously, but I did not attempt to answer them at this precise

moment. Nor did I think such a *modus operandi* to be feasible, necessary, or desirable.

In due course, during the process of instruction, I felt that the answers would unfold. Revelations would emerge. There was time, and time is an integral phase of instruction.

Rather, I chose to give the class a skeletal work sheet or guide upon which they were to build. The work sheet, shown on page 38, is not original. No doubt thousands of teachers have made similar sheets, and theirs too are no doubt the result of pedagogical plagiarism, whereby teachers adopt and adapt a multitude of instructional aids. They need not apologize for this. They need only acknowledge the original author, designer, or arranger, where possible. As I tried to point out to my pupils, ideas are universal; it is only the language in sentence and paragraph form in which the ideas are couched that is subject to copyright laws.

Each statement on the sheet was read, explained, and analyzed. Then the most important questions were asked: "What books do we use?" "Where do we get our information?" "Should we use encyclopedias?"

The class was then given a brief but general overview. They were told that all sources—reference books, popular magazines, newspapers, textbooks, almanacs, and so on—were to be used. Any printed material relevant to the subject was permissible. And to make certain that we were all talking and thinking about the same reading sources, I held up examples of each where possible.

The next logical step was to schedule our forthcoming block class in the school's central library. At this time, the librarian,

EDITOR'S NOTE

The author is ninth-grade teacher of English and social studies (block-time class) in Benjamin Franklin Junior High School, Bristol Township, Pennsylvania.

Notice that the first word in the title has a hyphen. We think that this makes sense, for there is a big difference between "research" and "re-search." If you read this Editor's Note first, maybe the hyphen matter will spur your curiosity to read the article and find out the difference.

WORK SHEET FOR LIBRARY RE-SEARCH*

This Is My State

1. I live in the state of
2. My state is bounded by the following other states:
....., and
3. My state has square miles.
4. About live in my state.
5. My state is noted for
....., and
6. It became part of the United States in It was the
state to join the union.
7. The state flower is the
8. The state bird is
9. My state's nickname is
10. The state motto is
11. The capital of my state is
12. The name of the governor is
13. The governor and other state officers are elected every years.
14. My state has a legislature which meets every years.
15. The legislature is divided into parts, called the
16. This legislature has members.
17. My state has two senators in the United States Senate. Their names are
..... and
18. My state has representatives in the United States House of Representatives.
The name of the congressman from my district is
19. Draw pictures of two of the following: state seal, state flag, state flower, state bird.
20. Draw a map of your state and show where your city or town is located.

* Adapted from *N.E.A. Journal*, Jan. 1960, p. 31.

Mrs. Phyllis Arnt, and I in a joint effort refreshed the students' memory of the card catalogue, the location of the books, and the Dewey decimal system. Then the librarian introduced them to an all-important tool—unknown to them until this point—*The Readers' Guide to Periodical Literature*, an invaluable aid which they later used intensively with much instructional gain.

Once the youngsters understood that after completing the work sheet, they were to build flowing, fluid paragraphs based on facts and data, they became immersed in searching for reading materials and re-searching for content within the sources. They perused every nook and cranny of our library. By this time the class was aware of the format of the final project—a booklet replete with writing, pictures, and illustrations. Each booklet was to include a thesis cover, title, table of contents, good paragraphing, sensible content and con-

struction, maps, charts and a bibliography.

As they worked industriously on their projects in the ample time allotted them in the library, I asked them to think about what they were learning. I asked them to list items under two categories, "Library Skills Which I Have Learned" and "Things Which I Have Learned about the Library." Below is a tabulation of each category. The items are paraphrased in my own words. Every item was listed at least once; some were noted as frequently as six times.

LIBRARY SKILLS WHICH I HAVE LEARNED

1. To use the *Guide to Periodical Literature*.
2. To hunt up magazines.
3. To use fugitive (vertical) files.
4. To use library materials properly.
5. To organize materials.
6. To use reference books.
7. To use different books.
8. To use the Dewey decimal system.
9. To look for certain books.
10. To use the card catalogue.
11. To use different parts of different books.

12. To ask the librarian the right questions.
13. To use the librarian's answer.
14. To use all types of reference materials, not only the encyclopedias.
15. To use the almanac, maps, and charts.
16. To get information faster and easier.
17. To note essential facts in outline form.
18. To put these facts into readable paragraphs.
19. To work quietly while concentrating.

THINGS WHICH I HAVE LEARNED ABOUT THE LIBRARY

1. Proper use of the periodical room.
2. Proper conduct in the library.
3. Intelligent care of books.
4. Contents of the library.
5. Ways of cross references.
6. Divisions and purposes of the library.
7. Function of the vertical file.
8. How to find back issues of periodicals.
9. That many materials discuss similar subjects.
10. That some books cannot be charged out.
11. How to make the best use of time.
12. Proper use of the newspaper rack.
13. That work in the library can be enjoyable.

My conclusions about library work are favorable. I have no reservations about its efficacy provided the teacher considers the abilities and maturation of the youngsters in relationship to the availability of materials in the library. Once these considerations are made, I believe that it is possible to create and motivate a learning experience in re-search. It is desirable to make such an experience palatable as we provide youngsters with a fundamental functional tool—the intelligent use of the library. All this serves to enhance their re-search skills and broaden their fields of knowledge and understanding. And I further believe that the well-planned use of the school's central library by the teacher will negate the generally low status of the library. Perhaps, all will then recognize it as a vital adjunct to learning, rather than the decorative but dead appendage of the school.

Have You Tried Using Maps?

By LEE O. WILLIAMS, JR.
Pasadena, Texas

The use of maps is an excellent method of putting historical events, people, and places in logical order. I have found it very useful in helping students to learn facts and the relationship of people to events and places. Using the given lesson in the book, I assign a map to be drawn to illustrate a number of definite places, routes of the person being studied, and other things that can be shown by maps. The importance of brief and concise legends is stressed. The advantages to such assignments are many.

1. Information becomes more meaningful if the whys and wherefores are clearly understood. This type of an assignment is next to impossible to complete if one does not see the relationships.
2. This type of assignment teaches history and

geographical area association to the student better than any other method that I know short of a visit to the scene of events.

3. At a glance the teacher can see whether the lesson is being understood and, if not, what is misunderstood.

4. This type of assignment can teach students how to use maps through the actual construction of maps.

5. Grading of these assignments can be done quickly.

6. Students with creative ability are given opportunity to use and display their talents.

7. This type of work makes splendid displays for bulletin boards and is helpful in creating interest in class.

TRICKS OF THE TRADE

Edited by TED GORDON

THE FREE RESPONSE: I have been using this method as a diagnostic instrument, a method of review, and even as a testing device. The procedure is very simple: Instruct your pupils to write a response concerning the subject matter being taught, to a word or series of words you will say. For example, you say "1492." Your pupils will then write some response—"Columbus," or "discovered America" or "Spain," or "Queen Isabella," "three ships," and so on. If this is a diagnostic instrument or a method of review, an oral discussion of pupil responses will be very profitable. If it is used as a testing device, some caution should be exercised in grading: (1) If the response is obviously wrong, it should be marked so; (2) if the response has even a remote connection to the statement, give it half credit. This type of testing permits each person to answer to the best of his ability. It has the advantages of the subjective type examination, but it is not so difficult to mark. Also this type of test will permit you to analyze the thinking pattern of your students, if you so desire.—HOWARD M. KALODNER, Benjamin Franklin Junior High School, Levittown, Pennsylvania.

PARENT CONFERENCES: As do many teachers, I supply my students with manila folders in which to file papers of a summary nature. This material may include unit tests, creative writings, self-evaluation sheets, and other papers the students may consider important. I use these materials during our parent conference to acquaint parents with the quality of work their child is doing. They are sometimes shocked, often disappointed, but always appreciative of seeing the samples.—HELEN E. DEANS, Demonstration School, Florida State University, Tallahassee, Florida.

SIMPLE AS "PI": "What is 'pi,' pray tell me?" Few people can explain this, even though they may be able to know how to use the number. How about this definition: "3.1416 is the circumference of a one-inch circle." Have one of your welders in the industrial arts shop weld a thin wire circle around an actual "inch" cut from a metal rule so that this "inch" becomes the diameter of this circle. Do the same for a circle one foot in diameter. Do the same for a circle using a yardstick as the diameter. Better still, for the circle, instead of wire, use an actual section taken from a flexible metal rule.

Then your pupils will always remember: "To find the circumference, multiply that diameter by 3.1416."

COLLEGE LISTENING: College freshmen, unused to the lecture method, often flounder on the note taking. Consequently, before we begin long speeches in high-school senior speech, I explain how to take notes for re-use. The class takes notes on each speech and submits them to me for criticism. It is an excellent way to check listening.—LOIS RAMSTACK, 1808 East Kane Place, Milwaukee, Wisconsin.

ELLIPTICAL SENTENCES: To clinch elliptical sentences, I asked students to bring cartoons containing these expressions. They were posted on the bulletin board for a week during which time students copied them and supplied the missing words for an "Elliptical Sentence Contest." The board was surrounded by interested spectators before and after classes. Students will not be so likely to forget "elliptical sentences" as they did formerly.—SISTER M. FLORA, S.H.M., Saint Mary, 725 Coburn Street, Akron 11, Ohio.

Are Classroom Visits Worth While?

By MONTE S. NORTON

THE PRIMARY PURPOSE of the classroom visitation is the same as that which underlies the entire supervisory program: improvement of instruction. Past and present shortcomings of the classroom visitation include the following: (1) Failure to plan the visit carefully—visits have lacked specific purposes. (2) Visits have been used as a rating procedure—frequently classroom visitations are scheduled only when complaints arise from various sources concerning the teacher's work. (3) Visits have failed to be of real help to the teacher—teachers' problems have not been solved. (4) Lack of realization of the importance of the classroom visit in the supervisory program—the prevailing attitude on the part of the supervisor being that he will visit the room of the teacher and then get back to the more important duties of administration and office responsibility. (5) Lack of understanding of the purposes of the classroom visit—failure to

develop proper attitudes and rapport before such a visit. (6) Lack of proper follow-up after visitation—no specific action taken after the visit which results in improved instruction within the classroom. These shortcomings loom important since any one of them can obstruct progress toward an improved program in the school.

Scheduling the classroom visit. A considerable amount of discussion has arisen over the scheduling of classroom visitations. The "on call" visit is recommended by many authorities since it does away with any embarrassment on the part of the teacher. Too, this type of approach tends to center upon the specific needs of the teacher. On the other hand, the "on call" method has limitations. Some teachers may tend to monopolize the supervisor's time while others who may be in need of help fail to ask for it.

The unannounced visit, too, has its strengths and weaknesses. Some feel that this type of visit is the only real way for the supervisor to find out what is happening in the classroom. The teacher, of course, has no time to prepare especially for this visit. The main objection to this approach is that a surprise visit may cause embarrassment to the teacher, thus hindering the needed rapport so important in the supervisory program.

Similar comments are voiced for the "announced" type of visitation. This approach allows the supervisor time to establish proper attitudes prior to the visit and to plan with the teacher before and after the visit; it eliminates the surprise element from the visitation, and allows the teacher time to arrange her schedule for the follow-up conference. Although the teacher has advanced notice of the visit from the supervisor, if proper understanding of the purposes of the visitation has been established

EDITOR'S NOTE

It is unrealistic to believe we can do without some modicum of supervision. For everybody is supervised by somebody: the superintendent by the board of education, the board of education by citizens and the press, the Secretary of State by the Cabinet, and the Vice-President by the President. There is no way to avoid supervision. The real question is not whether we shall have supervision but what kind of supervision will be most productive. A part of supervision in the educational field, particularly at elementary and secondary levels, consists of visitation. How much and what kind of visitation? Well, if you read this article, you will find out what the author has to say about it. He is co-ordinator of junior high schools, Lincoln, Nebraska.

there is no need for special preparation by the teacher. The announced visit need not be scheduled for a specific day and hour. The supervisor simply may express an interest in visiting a particular classroom during a certain week or month—perhaps on some day toward the close of a unit of study when objectives are being evaluated and learnings being appraised. This time could be one of several opportune periods.

In a good program of supervision, various types of classroom visitations will be used from time to time. The type of visit will depend upon the purposes to be achieved. As many have pointed out, the type of visit to be used is reduced in importance when the proper rapport and understanding of the purposes of such visits have been established.

Best time for visitations. In most instances, the supervisor's time is limited because of a busy schedule of duties. He cannot, therefore, visit each teacher every day. In order that he gain an adequate idea of the teaching-learning situation in any one particular classroom, he must arrange for visitations at times when he can best analyze the learning situation and obtain the best cross section of a particular unit of study. It would seem advisable, then, for the supervisor to visit a classroom at the outset of a unit of work when the goals are being established and procedures determined; again in the middle of the unit when the teacher has the work well under way; and then at the end of the unit when it is to be brought to a close and the results evaluated and summarized. This does not mean of course that these are the only times when the supervisor should visit; but these times are suggested as a logical minimum. Each teacher needs and deserves a proportionate share of the supervisor's time.

The supervisor's actions in the classroom. The particular situation will determine the supervisor's actions during the visitation. The purpose of the visit, the teacher, the activity in progress in the room, and the

rapport established prior to the visit are among the factors determining the action of the supervisor while visiting a classroom. On frequent occasions the teacher will introduce the supervisor to the class upon his entrance into the room. It is not unusual for the teacher to ask the supervisor to address the class or to comment on the ongoing activity in the room. On one occasion I was asked to sit at a table in the front of the room so that I could see the faces of the pupils during the teacher's demonstration. In another instance, a teacher asked me to take over the class and present a brief talk on a certain topic in mathematics. On most occasions, however, the supervisor should arrive at such a time as not to disturb the ongoing classroom activity and then remain as a quiet observer. Perhaps it is best for the supervisor not to take notes at first. Taking notes while observing the classroom; making comments during the class; walking about the room while pupils are working; talking with the teacher during the period; and other such activities by the supervisor during a visitation will depend upon the case at hand.

What should follow the visitation. The follow-up of a classroom visitation is of paramount importance to the ultimate value of this technique in the improvement of instruction. The follow-up by the supervisor includes three major considerations: those activities directly concerned with the improvement of the teacher; those activities directly concerned with the improvement of the supervisor and the supervisory services; and those considerations necessary for improving the total program of the school. The follow-up by the supervisor in regard to the teacher, although a necessity, need not involve a lengthy conference. Most important of all, it should be helpful to the teacher. Often a positive comment concerning the visitation is all that is needed. The supervisor's first conference with the teacher may occur during the short time between classes. The supervisor may say something

to this effect: "You are doing many interesting things in your classroom. I should like to return to visit you again soon." Or perhaps the supervisor might comment: "May I call your attention to this teaching aid which several others have used successfully in this unit." If emphasis is placed on the strengths that the teacher may possess and if suggestions are offered to her in regard to activities and resources, the negative elements may often eliminate themselves in due time. When the proper supervisor-teacher relationships have been definitely established, the teacher will be anxious to receive constructive criticism. The scheduling of follow-up conferences may be necessary and on occasion may take some length of time. The supervisor who is truly helpful will be in demand by the teachers and the follow-up conference will come to be viewed as an opportunity on the part of the teacher.

Doubtless, the supervisor will grow professionally with each classroom visit. He will continually add to his store of knowledge of good teaching techniques, valuable resource

materials, and worthy objectives to be achieved. Through a process of self-evaluation the supervisor is able to improve his classroom visitation methods and methods of working with teachers. As a result of his self-improvement, both the teachers and the school program will prosper.

Summary. Although the classroom visitation is only one phase of the total program of supervision, it is of primary importance in the improvement of instruction. Even though certain shortcomings appear to exist in the classroom visit as a supervisory technique, it can be of real value to the teacher, the pupil, and the school program. The success of the classroom visitation depends in large part upon the planning which precedes it, upon the rapport established between the teacher and the supervisor, upon their understanding of the purpose of the visitation, upon whether the visit is of real help in improvement of instruction, and upon the extent to which self-improvement on the part of the teacher and the supervisor has been fostered.



The Importance of Values

An attitude is a kind of magnetic pull toward or against something in a given social situation. The something, or referent, could be a person or a thing. If the pull is in the direction of the referent, regardless of the degree of pull, the learner values it. If it is in the opposite direction, the learner has an aversion to it.

It is important that attitudes and values are learned, not merely through catching them in a hit-or-miss fashion, but in a planned sequence of situations in which conscious understandings are developed. Values come through constant valuing and revaluing in specific situations. The situations should not be so loaded with value conflicts that confusion results, although the learners should recognize the persistency of these conflicts in all social situations. Values and aversions of our culture should not be

learned by conditioning children with rewards and punishments, but through the gradual development of understandings toward the need for conformity to a common code of values.

Values change from situation to situation and they are highly individual. Individual values fluctuate from narrow to broad social situations. They are constantly rejudged, and held or discarded in each learner's consciousness. The persistency of guidance toward our basic cultural core of values increases the depth of social maturity. The learner is always trying to place himself in some kind of successful, balanced relationship with others in each specific situation. When this can be done without great effort because of the deep rooted core of values, the individual is socially mature.—MARY WILLCOCKSON in *Social Education*.

Teachers and World Affairs

By RUTH WEIR MILLER

THE WORLD AFFAIRS COUNCIL OF PHILADELPHIA, formed in 1949 when the Foreign Policy Association of Philadelphia merged with the United Nations Council, is an information-and-education center on international affairs serving the Greater Philadelphia area. Its student-teacher program goes back some eighteen years when the then Foreign Policy Association conducted Saturday morning conferences on American foreign policy for audiences of students and teachers, of a few private schools.

Since that time the council has developed an intensive program of activities and services for public, private, and Catholic secondary schools of the Greater Philadelphia area, designed to lay the foundation for active participation in government by tomorrow's citizen. The annual student program includes monthly intercultural programs and an annual world friendship project for junior high schools; six Saturday morning forums on foreign policy issues; and an annual model United Nations, as well as trips for high-school students

to Washington, D.C., and to the United Nations.

The Saturday morning forums took second place in the national Salomon Award in 1955, and the secondary school program took third place in the same award in 1956. A tribute to the value of the council's program to schools was made in the autumn of 1956 when the board of education of the city of Philadelphia assigned a "collaborating teacher" to the council staff full time, to serve as liaison between the council and the schools. This assignment has continued each year.

Teaching world affairs and the problems of United States foreign policy has little place in the prescribed curriculum of Pennsylvania high schools, and thus it is through extracurricular and club programs that students are made aware of the forces which shape American foreign policy, and are given some idea of their responsibilities as future citizens in this field. For students and teachers of over 200 schools, the programs sponsored by the World Affairs Council supplement the regular curriculum and make for real understanding of vitally important international issues. Student delegates participate in planning all programs by means of interscholastic student councils; a faculty advisory council, composed of representatives of participating schools, works closely with council staff in planning and implementing the program, which is conducted with the enthusiastic co-operation of school administrators and teachers.

While the purpose of the entire school program of the council is to assist teachers by providing world affairs materials and activities for students, it became obvious that there was a real need for programs planned specifically and directly for teachers. For

EDITOR'S NOTE

Richard I. Miller, National Education Association observer to the U.N., and no relation to the author, sent us this manuscript. He says that the World Affairs Council of Philadelphia has a teacher-education program that is one of the best in the country. That is praise indeed.

The author is executive director of the World Affairs Council. She tells the Philadelphia Story of their student-teacher program, which carries the endorsement of the Curriculum Office of the Philadelphia Public Schools, directed by Associate Superintendent Helen Bailey.

that reason, in the spring of 1956, the first in-service course for teachers, in co-operation with the Curriculum Office of the Philadelphia Board of Education, was presented.

In-Service Courses

Designed to give teachers an opportunity to increase their knowledge and broaden their understanding of international affairs, the in-service course on world affairs was open to any teacher in the Philadelphia public school system. In-service credit was granted by the board of education for the professional advancement of the teaching staff; credit given toward salary increases was applied toward a master's degree, upon evidence of extra reading or research. There were twenty-three registrants in the first course, the majority from elementary and junior high schools. So enthusiastic was the response that the council agreed to continue the project. Accordingly the following courses have been presented: spring, 1956—"Current Issues in International Affairs"; fall, 1956—"Europe"; spring, 1957—"Southeast Asia"; fall, 1957—"Africa"; spring, 1958—"Inside Russia"; fall, 1958—"Soviet Union in World Affairs"; spring, 1959—"Latin America"; fall, 1959—"Communism and U. S. Foreign Policy."

Courses met for six weekly two-hour sessions, plus an all-day trip either to the United Nations or Washington. Weekly lectures by recognized authorities were followed by lively discussion periods among the participants. U.N. trips included conferences with members of the secretariat and delegates of the member nations. During trips to Washington teachers attended conferences at the Department of State, at embassies, or with members of the Congress. Lectures were held in the headquarters of the World Affairs Council, where an excellent library in the international field offered valuable resources for further study.

Because the crisis in American education can be met only if America's teachers are

well equipped, the prime purpose of the in-service courses on international affairs is (1) to provide authoritative information and intellectually stimulating courses in a field that is basic to the teacher's equipment in today's world; (2) to facilitate among teachers the most effective possible utilization of the student program of the World Affairs Council; (3) to provide needed training to outstanding teachers in one of the key public school systems in the country.

Teachers with only a superficial knowledge of international affairs reported that the courses were of inestimable value in enlarging their horizons. Teachers with wide training and experience in world politics valued the opportunity to work "in depth" with experts on present-day international issues, and recognized that the courses made for a more effective use of the council's student program. Every participant recognized that the challenge to American education today is a challenge to the individual teacher and that these in-service courses help teachers to meet that challenge.

A steadily increasing enrollment has been characteristic of each term. Furthermore, in 1956 the board of education requested the World Affairs Council to co-operate in setting up a two-week workshop in international affairs as part of its regular summer workshop, a direct result of the interest aroused by the courses of the school year. This continued each summer and in 1960 was expanded to a month-long workshop.

So enthusiastic was the response to this program of teacher education that in the spring of 1960, the council expanded the program significantly. In co-operation with the Philadelphia Board of Education, the Private School Teachers Association, and schools throughout the Greater Philadelphia area, the council announced an in-service course based on "Great Decisions: 1960" to meet weekly for eight weeks in

the High School for Girls. Format of the program was as follows:

At 4:30 beginning on Wednesday, February 10, 1960, the course convened in the auditorium of the high school for a lecture-and-question period by a nationally known authority. Lecturers included Dr. Robert Strausz-Hupé, director of the Foreign Policy Research Institute of the University of Pennsylvania; Colonel William R. Kintner, deputy director of the Foreign Policy Research Institute; the Right Honorable Lord Lindsay, visiting professor at the American University in Washington, D.C.; Nicholas G. Thacher of the United States Department of State, Office of Near Eastern Affairs; Dr. Milton Sacks of Haverford College; Dr. Norman Palmer of the University of Pennsylvania; Charles Shaw, news director of WCAU-TV; and Philip Van Slyck of the Foreign Policy Association.

At six o'clock dinner was served in the school cafeteria, and at seven the group broke into eleven "Great Decisions" discussion groups which met in classrooms for the next two hours. Close to 300 teachers registered for the lectures, with half that number taking the entire course including the discussion groups, which, of course, was

required for those taking the course for credit.

The group included teachers from more than seventy Philadelphia public schools as well as from schools throughout the Delaware Valley, such as Jenkintown, Springfield, Baldwin, Chestnut Hill Academy, George School in Bucks County, and even Carl Sandburg School in Levittown. Furthermore, the teachers have requested the same kind of in-service course this year—proof that the "Great Decisions" in-service course for teachers fills an urgently felt need. In addition, this is the kind of program which must be offered largely by private agencies because of the multiple demands already being made on educational systems.

The course was set up by the council staff in consultation with school administrators and will be carefully evaluated by the council's teacher program committee under the chairmanship of Mrs. W. Rex Crawford, who is a member of the council's board of directors and principal of the High School for Girls. Thus the council plans to continue an intensive project in teacher-training in response to today's challenge to education.



The Impact of TV

Telecasts might be used more functionally in the classroom, when appropriate, if there were advance notice of programs related to various subject areas. Communication with networks in one's community might prove valuable in this respect. Programs could then be integrated into the classroom curriculum or assigned for home viewing, discussion to follow in the classroom.

It appears clear and tremendously important that networks and sponsors should be encouraged to utilize the behavioral scientists in planning more meaningful and constructive programming. If these specialists have proved helpful in advertising, why not put their knowledge to work for the highest quality programming possible? It was man's scientific

knowledge that created television. Can we not utilize the wisdom of other scientists to enhance the picture on the screen more frequently?

There is need for research that will explore many unanswered questions about television. Does television glamorize violence and build up hero idols for children? How does this new instrument affect larger samplings and all social classes? There could be meaningful investigation of TV's impact upon preschool and kindergarten children as observed in dramatic play situations over a period of time. Many other aspects might be explored by non-commercial foundations and universities seeking objective reportage.—CLARA T. APPELL in *Teachers College Record*.

THE LECTURE OF MY LIFE

By M. DALE BAUGHMAN

I GAVE THE LECTURE OF MY LIFE LAST NIGHT! I wrote this article while driving home after giving the lecture to an extension class in high-school and junior-high-school administration and supervision. Of course, I didn't write while driving—but I did stop about every twenty miles between Joliet and Champaign, Illinois. As thoughts came to me and stacked up to the teetering point, I would stop the car, turn on the dome light, and make note of them. This, naturally, made the return trip longer than usual. I didn't get home until 1:00 A.M. The fact that I made a wrong turn on a highway I knew well was partly responsible for the late hour and indicates my preoccupation with my thoughts of the lecture.

The lecture of my life! Never before had I been so effective; perhaps I may never again please to such a degree both my students and myself. The title of the lecture was "The Function of Organization and Administration in Education." Six times previously I had delivered this lecture but never quite so well. Last night my hearers were responsive, receptive, and remarkable in the act of listening. The thirty-six students range in age from twenty-three to

fifty-seven, come from fifteen different communities, represent seventeen different types of educational work, and range in teaching experience from zero years to thirty-four years. It was only the second meeting of the class, but when the lecture was finished we had a lively discussion period. The climate was free and easy. How did it get that way?

If this message pictures the writer as an egotist, all right—it can't be any other way. However, I see it as no different from any other case where a person writes an educational article on a subject he knows or does well. He thinks he knows well certain information or does well certain things or perhaps he would not have taken the time to write something for consumption.

I talked myself into giving that lecture of all lectures (for me, that is). The power of positive thinking enveloped me as I drove to Joliet, as I ate, as I prepared my routine announcements, and as I readied my notes. Yes, I use notes. They insure that my lecture is organized. I always use the technique of "sparring" or "warming up." My first words at this second meeting of the class were, "Welcome back! Now, let's see how many of last Thursday night's crowd could be described as having courage." (Last Thursday night I had outlined some rather rigorous assignments for the course.) I had lost but three out of thirty-two who enrolled the first night; however, I gained seven new students on this, the second night. I "sparring" some more. I mentioned that although George Washington was a champion broad jumper in his day, today there are a few high-school principals who can side-step farther than George could jump. I pointed out that a plumber charged for his mistakes but a principal paid for his!

EDITOR'S NOTE

We know Dr. Baughman primarily for his work as educational placement consultant at the University of Illinois and for his interest in the Junior High School Principals' Association of that state. We have never heard him lecture, more is the pity. Who wouldn't thrill to the best lecture in an articulate professor's life? The author's main responsibility with the university carries the title "assistant professor of education."

I could tell that they were ready to listen—I had their attention. All I had to do now was to maintain that attention. I felt challenged to give them a “lift” to the “loft”—the loft of pleasurable listening. These students-by-night were teachers-by-day; they had worked hard all day, hurried home for a quick meal, and then headed for their class. I was obligated to make their listening and learning pleasurable, not painful. Although I admit that certain kinds of education and learning cannot always be painless, I see no reason why learning by listening in graduate education courses has to be painful. But I know it often is and sometimes I think there ought to be a fee paid to the listeners. Last night I believe my students did learn from listening; I believe I influenced their behavior; I believe I changed their behavior.

“Too much lecture! Too much lecture!” Educators have long criticized the overuse of the lecture method in college classes. Who can deny that this method of instruction has been misused and used excessively. My lectures take up about one-third of total classtime. I never lecture as much as students want me to lecture. Always keep them hungry!

When I had established rapport and was ready for business, I launched into my major thesis. I talked seriously for about five minutes; then I reduced what little tension remained! I used up thirty seconds in telling a story which illustrated the value of organization. Sprinkled throughout my prepared lecture—which some students thought to be almost unprepared—were some six or seven intended relief devices. But last night, illustrative anecdotes, colorful phrases, and “point makers” seemed to roll out of me like peanuts from a peanut machine. Therefore, since I did not stick closely to my prepared notes but added and adapted extemporaneously, my hearers were not aware that I had carefully prepared notes in front of me.

I was enthusiastic about my topic, but

last night I was a bit of an actor, for I purposely appeared to be more enthusiastic than I really was—I talked myself into it! Must educators be so inhibited and fearful of doing something undignified? What educator, while giving a report, would break into song à la Dizzy Dean and “The Wabash Cannonball”? This condition of mine, namely, some real enthusiasm capped by some “put-on” enthusiasm, proved to be contagious. Enthusiasm itself is a convincing orator! Nobody dozed, nobody shifted nervously and uncomfortably in his chair; they all sat upright in those hard chairs and listened. I know they did—I looked them straight in the eyes and I could tell.

The lecture was forty minutes long, but I didn’t paint the portrait in one sitting! When twenty-five minutes had elapsed, I made an announcement, “L.S.M.F.T.” When I saw that communication had not been established, I interpreted the symbols, “Let’s stand, my fanny’s tired!” They stood for a moment, then quickly sat down and I continued with the chase. I call it a chase because I had them chasing my thoughts; they didn’t know what was coming next. Aren’t we all alert in the action of the chase? To be sure, I wasn’t sure what was coming next either, although I had the blueprints in front of me.

For several years I have prepared myself for better teaching and better lecturing. He who can get and hold peoples’ attention can influence behavior and get action. I sorely lament the appalling shortage of evangelistic lecturers in education. Is it unscholarly to dramatize, to illustrate, to gesticulate, to enliven, to animate—or must one always communicate in that low, conversational monotone so characteristic of so many ministers and so many lecturers today? But after all, why should one strive with all one’s might to be a truly effective and inspirational lecturer when even the method itself is almost in disrepute? I wonder why the lecture method has been looked upon with less and less favor. Could

it be because there are so few good lecturers? Have those who couldn't lecture well or wouldn't pay the price of preparation had anything to do with the decline in popularity of the lecture method? Why *should* a professor prepare a class lecture as carefully as a preacher builds his sermon? The professor's hearers are not going to reward him according to his skill or lack of it—at least not reward him with pay and promotion. The minister's congregation knows firsthand whether or not he can preach. The professor's audience is composed of students who come anyway, regardless of his real ability as a teacher.

Effective lecturing, indeed effective teaching, is a process, and a process can hardly help one gain recognition. A product is needed. One can gain recognition, however, either by *initiating* or *completing* research. I am not against research in education—far from it; it is necessary. I am *for* teaching and learning—more and better. *Just* recognition for effective teaching, I fear, too seldom is accorded. The professor who does not spend hours on significant research procedures at a high level may choose to spend hours on a significant lecture series at a high level.

When my lecture was finished, last night, I had a moving experience. A blind student, just short of a Ph.D. in speech and a researcher on "listening," came to my desk and remarked, "That was an amazing lecture—such organization, timing, and rhythm of pauses and relief devices! I could sense and feel the attention of the class. I don't know if you saw me checking my watch or not, but the rhythm of your ten-

sion reducers and your own physical movements before the class were truly remarkable. I didn't hear a chair move the whole forty minutes." This from a speech specialist! And I've never had a speech lesson in my life! A product of hilly hoosierland, my diction and enunciation earn no plaudits, but I've found that diligence in preparation and enthusiasm in delivery can beat diction and enunciation any time.

Techniques for aiding purposeful listening? Yes, I used one; it was this. I announced at the outset that some lucky person would have the opportunity to summarize in five minutes what I was going to say in forty minutes. The lucky person was to be identified in a little game called "Honest John Lottery." Here's how it works—I learned it at the Purdue University Institute of Marketing. Count the number of people in the class. Ask any student to write some number between 1 and the number of those present. Ask another student to start counting with "one" and move consecutively upward in counting, row by row until someone says the number written down. When the number is mentioned the number keeper announces, "Honest John." He is your summarizer. This is a powerful incentive to listening!

The lecture of my life! It started with some "sparring," it gained momentum through the medium of the "chase," and it stayed rhythmic and balanced with respect to pauses and "relief devices." It was a blend of preparation, delivery, positive thinking, enthusiasm, rapport, humor and the use of an incentive technique for listening.

◆

The highest reward for a schoolman's toil is not what he gets for it, but rather what he becomes by it. For happiness does not come from possessions, but from our appreciation of them. It does not come from work, but from our attitude toward that work. It doesn't even come from success, but from the personal growth we attain by that success.—EUGENE P. BERTIN in *Florida Education*.

Ten Needs and Obligations of Youth

One of the clearest statements of youth needs as objectives of schools appears in *Planning for American Youth*, published by the National Association of Secondary-School Principals. In it are listed ten imperative needs of youth of secondary school age. What is required now is a similar statement of youth responsibilities as objectives of public schooling.

Need 1

All youth need to develop salable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

Obligation 1

All youth have the obligation to use their skills and knowledge for the best interests of society. Youth have the responsibility of performing an honest day's work for a day's pay.

Need 2

All youth need to develop and maintain good health and physical fitness and mental health.

Obligation 2

All youth have the obligation to exercise the self discipline and restraint necessary for the attainment of good physical and mental health.

Need 3

All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation, and to have an understanding of the . . . peoples of the world.

Obligation 3

(Here the obligations are included with the need, that is, to be diligent and competent in performing civic duties.)

Need 4

All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

Obligation 4

All youth have the obligation to show due respect for each member of the family according to the position held by that member in the family.

Need 5

All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

Obligation 5

All youth have the obligation to avoid economic waste, which is detrimental to themselves and to society.

Need 6

All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of man.

Obligation 6

All youth have the obligation to keep an open mind and exert the effort necessary to attain an understanding of the scientific method.

Need 7

All youth need opportunities to develop their capacities to appreciate beauty, in literature, art, music, and nature.

Obligation 7

All youth have the obligation to give literature, art, and music a fair hearing.

Need 8

All youth need to be able to use their leisure time well and budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

Obligation 8

All youth have the obligation to use leisure time for socially desirable activities.

Need 9

All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, to be able to work cooperatively with others, and to grow in the moral and spiritual values of life.

Obligation 9

All youth have the obligation to conform to the moral and ethical standards of their society before exercising their right to criticism and inquiry concerning these standards.

Need 10

All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Obligation 10

All youth have the obligation to maintain respect for rational thought and to exercise the discipline necessary for clarity of expression and understanding.

—ROBERT E. HORTON in *Phi Delta Kappan*

BOOK REVIEWS

The Role of the School in American Society by V. T. THAYER. New York: Dodd, Mead and Co., Inc., 1960. 530 pages, \$6.00.

This book is divided into four parts: (1) an exploration of the historical conditions which have shaped the present organization and function of American schools; (2) an analysis of economic and social characteristics affecting the education of the young in our society and in our time; (3) a statement of how various theories of learning seek best to inculcate both knowledge and wisdom; (4) a probing into the critical issues of modern American life and education.

V. T. Thayer, the author, has had a long and distinguished career as an educator. It is significant that his more recent books have dealt with an analysis of criticism of American public schools, among them *American Education under Fire* (1944), *The Attack upon the American Secular School* (1951), and *Public Education and Its Critics* (1954). In these and other writings he has probed deeply into the changing conditions of American life which are unsettling, which cause irritation and uncertainty, and which lead too easily to thoughtless criticism of surface manifestations. Much of Professor Thayer's accrued wisdom in analyzing the school ideas of critics and in temporizing the unbridled reforms of convinced reconstructionists is to be found in this book. Professor Thayer's strength lies in his reasoned analysis rather than in polemics of his own or of those of contenders on either side.

Professor Thayer does make clear his own stand with the experimentalist's concern for meeting the needs of individual youths in a changing democratic society wishing peacefully to advance the common good. He presents educational history from this viewpoint, reasonably interpreted to show how the past has shaped the present and may affect the future. His presentation of educational philosophy is not parochial, biased, or narrow; rather, he wisely and clearly thinks through the dominant views of the most thoughtful for the purposes they see in American life and the aims they desire its schools to have.

Here is a book of substance which will find and hold for some time a respected place as a textbook in college courses dealing with the social foundations of American education. The title was aptly chosen. The role of the school in

American society is determined not by official fiat of one group but by the American Society's search for the good life for all. Professor Thayer's method, and it is a reasonable one, is to examine what that society has found to be its most valued goals.

FRANKLIN PARKER

Essentials of Psychological Testing (2d ed.) by LEE J. CRONBACH. New York: Harper and Brothers, 1960. 650 pages, \$7.00.

This second edition is based to a large extent on the rationale of the first. The author is fully aware of the theoretical and practical implications of the field of testing. As such, he does an excellent and appropriate job of balancing his material. Thus, by observing the field from the vantage points of theory and practice, the book covers the essentials of testing so well that the psychometrician can understand the realistic requirements of instruments while an industrial, clinical, educational, or military psychologist can easily learn something about the evaluation of tests.

What we actually have here is an excellent book for use at the graduate and undergraduate levels. For instructors who are looking for a two-semester text, *Essentials of Psychological Testing* admirably suits the purpose.

Counselors at all levels will also find this book of great help. The language style is easy to follow, the discussions are fruitful, and the suggested readings are sufficiently annotated to help guide further professional development. Dr. Cronbach continues to enlighten us with his knowledge and good taste in the field of testing with its various complexities.

ARTHUR LERNER

The Third Curriculum: Student Activities in American Education by ROBERT W. FREDERICK. New York: Appleton-Century-Crofts, Inc., 1959. 454 pages, \$5.75.

In their efforts to keep pace with an increasingly complex and changing world, boards of education, administrators, supervisors, and teaching staffs are constantly studying, evaluating, revising, and developing academic curriculums. All too often, little time, energy, or attention is given to studying the students' non-academic life in school, despite the considerable amount of time students expend in noncredit activities. Dr. Frederick says in the opening

CHALLENGES TO AMERICAN YOUTH

Sixth Edition

by J. I. Arnold and H. A. Philippi

Senior High School Text Dealing with Modern Problems in American Democracy

Here is a thorough treatment of the personal, economic, social, and political problems that face young people today. Major issues are given well-rounded treatment to enable students to see different viewpoints and provide them with an adequate basis for making sound decisions. Five topics are covered in the twenty-nine chapters:

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Each challenge is organized in the same pattern—preview, presentation, discussion, review, projects and activities, and reference materials. A personalized approach creates immediate student interest and a wealth of illustrative material brings the challenges to life.

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paragraph of his preface: "I have taken the position in this book that student activities, by whatever name they are called, are an essential part of deliberate education in America. They form a curriculum—the third—paralleling the required or general and the elective or special curriculum." Appropriate indeed is the term "third curriculum," for who can deny the tremendous impact our school activities have on the total development of young people?

The Third Curriculum should be on the "must read" list of secondary-school and college administrators throughout the country, for it provides a comprehensive, objective, constructive picture of student activities at a time when all facets of our school programs are under fire. This excellently written, thoroughly documented book also will provide a framework for any faculty wishing to evaluate its nonacademic activities in light of its total school program. The need for such evaluation is pressing in many schools today.

In general organization, Dr. Frederick covers three broad areas: (1) the nature and function of student activities; (2) managing the activities program; and (3) types of student activities. In the appendix are other valuable sources of in-

formation in the form of readings, a classification list, an activities guide, and fiscal flow forms. Particularly outstanding are Chapter 10, "Credit, Compulsion and Freedom," and Chapter 14, "Guiding Principles in Student Activities." The ideas expressed and suggestions made in these two chapters will establish a firm foundation for a third curriculum of the highest quality.

GEORGE W. BOND

So You Were Elected! (2d ed.) by VIRGINIA BAILARD and HARRY E. MCKOWN. New York: McGraw-Hill Book Co., Inc., 1960. 264 pages, \$3.72.

So You Were Elected covers a wide range of material including how to write a constitution, the duties of each officer in a club, some parliamentary procedure rules, suggestions for handling social affairs, variety shows, banquets, and conventions, and pointers on how to be a good club member. The book takes the gay, light-hearted approach to everything which, of course, makes it more palatable to a large percentage of the students. The information packed into each section makes this a good handbook for the officers of any group. In fact, those chap-

ters devoted to a study of the job of each officer in an organization certainly make those jobs seem less formidable.

The parliamentary procedure section is succinct and sufficiently thorough to clarify some of the most important problems faced by a beginning president or chairman. However, if parliamentary law were to be done thoroughly, this material would have to be supplemented.

While Part I might form a basis for a brief course in "Training for Leadership," Part II seems more inspirational, more of an idea section—useful for personal or committee reference if need should arise.

This book need not be confined to junior- or senior-high-school study for its gay, light approach makes it readily acceptable as a handbook even for adults suddenly faced with the responsibility of carrying out the duties of an officer in their Parent-Teacher Association, their church, social, or civic group.

MARION HIGHLUND

Guide to Modern English for Grade Nine by RICHARD K. CORBIN, MARGUERITE BLOUGH, and HOWARD VANDER BEEK. Chicago: Scott, Foresman and Co., 1960. 484 pages, \$3.48.

Guide to Modern English for Grade Ten by RICHARD K. CORBIN, MARGUERITE BLOUGH, and HOWARD VANDER BEEK. Chicago: Scott, Foresman and Co., 1960. 556 pages, \$3.56.

In "A Word to Teachers" appended to one of these volumes the authors acknowledge that most composition books "cover more or less the same topics." They go on to emphasize that "what distinguishes their books primarily, then, is not the subject matter that is presented, but the way in which it is presented." They might have added further, it seems to me, that what distinguishes the good grammar from the bad is the author's attitude toward their subject matter, for, unfortunately, all of us have seen too many grammars that approach English not as a living language but as a synthetic structure built on archaic absolutes that must be forced on hostile students. Statements, such as "two negatives make a positive," have always obscured the essence of American English.

Fortunately, the authors of *Guide to Modern English* for grades nine and ten regard their subject as a living language; they distinguish accurately and concisely good usage from substandard English by employing those problems one always meets in the classroom as a point of departure for individual lessons. This process is

not accomplished, however, by abandoning traditional approaches to syntax and usage; instead, even a quick look at their plan reveals that the authors rely heavily on what has proved successful in the past. In both volumes the sections on grammar occupy the second half of the text. Individual chapters proceed from logical exposition to exercise and summary with the primary emphasis always on English as a tool of written and oral expression. In many instances, where standard rules have proved inadequate, the authors have judiciously referred to some basic structural linguistics for their explanations.

The first half of the ninth-grade text emphasizes the organization of the composition with chapters on the paragraph, clear thinking, and the written and oral composition as a whole. The first half of the tenth-grade text re-emphasizes these elements and focuses on advanced levels with special attention to semantics. Especially noteworthy in both texts is the use of pictorial illustration; for example, in the grade nine text there are three organically related picture stories, one of which, in the chapter titled "Clear Thinking," attempts very effectively to establish the true identity of the American Indian as opposed to his stereotyped, contemporary image.

Actually, there are many other details deserving mention: chapters on group discussion, the library, the dictionary, parliamentary procedure, and, in both volumes, excellent chapters on what has become a national problem, students' spelling. Apart from the fact that each of these units is self-contained and can be employed in any order, the greatest appeal of these texts comes from a simple virtue: the authors never lose sight of their subject, and their texts are addressed, not to teachers as so many are, but directly, simply, and completely to students—to speaking, writing, living students.

V. KINOIAN

Business Dictionary by LOUIS C. NANASSY and WILLIAM SELDEN. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960. 263 pages, \$2.96.

What exactly is an industrial bank? A mercantile agency? A numismatist? If your understanding of such terms is a bit hazy, the Nanassy-Selden *Business Dictionary* will provide an evening of profitable browsing for you.

An appendix contains twenty-five pages of miscellaneous information on proofreaders' marks, mail rates, postal services, commonly used abbreviations, office machines (including

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SHEPHERD PUBLICATIONS

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automated machines and devices), business letter styles, foreign expressions everyone should know, and other equally interesting and sometimes baffling topics.

As a reference book for business teachers and students, the book has obvious merit. It could be even more helpful to nonbusiness teachers who wish to sharpen their understanding of business words and expressions. It could be used as a source of vocabulary exercises for teachers of general business, consumer education, bookkeeping, and secretarial practice.

In one reader's opinion, *Business Dictionary* would be improved by further classification of terms, with the classifications alphabetically arranged. With little effort, the authors could re-group terms and definitions under headings such as "Business Organization," "Business Equipment," "Investments," "Legal Terms," "State and Federal Organizations," and so on. Granted that the book was not written to be read at one sitting, it is nevertheless likely that a classified grouping of terms would reveal deficiencies in some areas—as in shipping and transportation terms, for example—and over-emphasis in others, as in office machines. For example, a common business term such as "l.o.b." should have been included.

Suggestions for the second edition notwithstanding, we have in this first edition of *Business Dictionary* a valuable contribution to education that should be available to all teachers.

MARION M. LAMB

Who's Who Among Our Reviewers

Dr. Bond is principal of the Campus School, State University of New York at New Paltz.

Mrs. Highlund is a teacher of drama and English, Campbell (California) High School.

Mr. Kinoian is now an instructor in English at Fairleigh Dickinson University.

Dr. Lamb is professor of business administration, Sacramento State College, Sacramento, California, and the author of four textbooks published by South-Western Publishing Company.

Dr. Lerner is a member of the psychology department at Los Angeles City College and lecturer at the University of Southern California.

Dr. Parker, assistant professor of history and the philosophy of education at the University of Texas, is author of *African Development and Education in Southern Rhodesia*, brought out this year by the Ohio State University Press.

Pamphlets Received

PAMPHLETS RECEIVED FROM THE PUBLIC AFFAIRS COMMITTEE, INC., 22 E. 38th St., New York 16, N.Y.:

How Retarded Children Can Be Helped (Public Affairs Pamphlet No. 288) by EVELYN HART, 1959. 28 pages, 25 cents.

The Taxes We Pay (Public Affairs Pamphlet No. 289) by MAXWELL S. STEWART. 28 pages, 25 cents.

Your Child and His Reading—How Parents Can Help (Public Affairs Pamphlet No. 278) by NANCY LARRICK. 28 pages, 25 cents.

PAMPHLETS RECEIVED FROM THE UNITED STATES DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, Washington, D.C.:

Children with Speech and Hearing Impairment: Preparing to Work with Them in the Schools by WENDELL JOHNSON (Bulletin 1959, No. 5). 32 pages, 20 cents.

Education of the Severely Retarded Child (a bibliographical review) by HAROLD M. WILLIAMS and J. E. WALLACE WALLIN (Bulletin 1959, No. 12). 24 pages, 15 cents.

Teachers of Children Who Are Hard of Hearing by ROMAINE P. MACKIE and DON A. HARRINGTON (Bulletin 1959, No. 24). 70 pages, 35 cents.

Paperbound Review

Ballet; a New Guide to the Liveliest Art by WALTER TERRY. New York 36: Dell Publishing Co., Inc. 1959. 319 pages, 75 cents.

Here is a guide to the ballet, a rapidly growing national art and entertainment. Written for the seasoned balletomane and beginner alike, it includes a history of the ballet, advice for watching and enjoying ballet, a glossary of ballet terms and descriptions of more than 250 ballets. Sixteen pages of photographs augment the interest of the text.

French Stories: a Bantam Dual-Language Book edited by WALLACE FOWLER. New York 36: Bantam Books, Inc. 1960. 333 pages, 75 cents.

Spanish Stories: a Bantam Dual-Language Book edited by ANGEL FLORES. New York 36: Bantam Books, Inc. 1960. 339 pages, 75 cents.

These dual-language books will be of value to the casual reader as well as the language student.

On the left-hand page the text of a short story in its original is presented while a faithful translation appears on the right-hand page. It is

so designed that each paragraph of the original text faces its English rendition.

Great Italian Short Stories selected by P. M. PASINETTI. New York 36: Dell Publishing Co., Inc., 1959. 412 pages, 50 cents.

This volume covers 600 years of Italian civilization and thought, from the lusty Boccaccio to the detached desperation of today's Alberto Moravia. There are twenty-eight of Italy's best, selected and introduced by the editor and covering every range of topics and emotions.

A History of the Western World by L. J. CHENEY. New York 22: New American Library of World Literature, Inc., 1959. 302 pages, 50 cents.

The entire field of Western civilization is presented in this volume. The author traces the causes and effects of war, and he analyzes the character and motivation of the men and nations that shaped Western civilization and carried it abroad to other continents.

Modern American Painting and Sculpture by SAM HUNTER. New York 36: Dell Publishing Co., Inc., 1959. 256 pages, 95 cents.

The eventful story of American art and artists is told by the acting director of the Minneapolis Institute of Art. Twenty-four full-color and twenty-four black-and-white reproductions are included.

Mythology by THOMAS BULFINCH. New York 36: Dell Publishing Co., Inc., 1959. 448 pages, 75 cents.

Thomas Bulfinch's classic volumes on the myths and legends which lend so much color and meaning to the classical civilizations are presented in an abridged form which retains the original language throughout.

Poetry: a Modern Guide to Its Understanding and Enjoyment by ELIZABETH DREW. New York 36: Dell Publishing Co., Inc., 1959. 288 pages, 50 cents.

The first part of this volume is concerned with the techniques of poetry: language, symbolism, and rhythms. The second half is devoted to the themes of poetry: love, religion, humanity, and politics, among others.

The Renaissance by WALTER PATER. New York 22: New American Library of World Literature, Inc., 1959. 159 pages, 50 cents.

In his prefatory note, Louis Kronenberger, critic and writer, calls Pater's studies "scholarly

and very subjective." Ten essays are presented, giving the author's views on such Renaissance artists and poets as Botticelli, Luca della Robbia, Michelangelo, Da Vinci, Pico della Mirandola, and others.

The Song of Songs translated by HUGH J. SCHONFIELD. New York 36: New American Library of World Literature, Inc., 1959. 128 pages, 50 cents.

In this new translation from the original Hebrew, the author renders the Song in rich, modern language, that can be read and enjoyed by every reader. Dr. Schonfield analyzes the style and structure of the Song of Songs and provides explanatory notes for his text which he has keyed to the King James version.

This Little Band of Prophets by ANNE FREMANTLE. New York 22: New American Library of World Literature, Inc., 1960. 320 pages, 75 cents.

The unique band of intellectuals, the Fabians, who played a vital role in the planning and legislation of British social reforms, is subject to a penetrating analysis by Miss Fremantle. She discusses the careers and personalities of the Fabian leaders and assesses the extent and areas of their influence.

Books Received

Analytic Geometry and an Introduction to Calculus by A. CLYDE SCHOCK and BERNARD S. WARSHAW. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960. 165 pages, \$3.96.

Automatic Teaching: the State of the Art edited by EUGENE GALANTER. New York 16: John Wiley and Sons, Inc., 1959. 198 pages, \$3.25.

Basic Woodwork Projects by HARRY MCGINNIS and M. J. RULEY. Bloomington, Ill.: McKnight and McKnight Publishing Co., 1959. 149 pages, \$3.20.

Chemistry for Our Times (3d ed.) by ELBERT C. WEAVER and LAURENCE S. FOSTER. New York 36: McGraw-Hill Book Co., Inc., 1960. 666 pages, \$5.72.

College Arithmetic by W. I. LAYTON. New York 16: John Wiley and Sons, Inc., 1959. 200 pages, \$3.50.

Dance Handbook by MARGERY J. TURNER. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959. 136 pages, \$2.95.

The Earth and Its Resources—a Textbook for Courses in Physical Geography and Earth Science (3d ed.) by VERNOR C. FINCH, GLENN T. TREWARTHA, and M. H. SHEARER. New

York 36: McGraw-Hill Book Co., Inc., 1959. 584 pages, \$6.00.

Financing Higher Education: 1960-70 (McGraw-Hill Book Company 50th Anniversary Study of the Economics of Higher Education in the United States). New York 36: McGraw-Hill Book Co., Inc., 1959. 304 pages, \$2.00 (paper cover).

The Great Debate: Our Schools in Crisis edited by C. WINFIELD SCOTT, CLYDE M. HILL, and ROBERT W. BURNS. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959. 184 pages, \$1.95 (paper cover).

How We Do It Game Book (2d ed.). Washington 6, D.C.: American Association for Health, Physical Education, and Recreation (1201 16th St., N.W.), 1959. 310 pages, \$3.00.

How You Look and Dress (3d ed.) by BYRTA CARSON. New York 36: McGraw-Hill Book Co., Inc., 1959. 398 pages, \$4.36.

Looking Ahead to Teaching by DEOBOLD B. VAN DALEN and ROBERT W. BRITTELL. Boston 11: Allyn and Bacon, Inc., 1959. 403 pages, \$6.50.

Machine Shop and Foundry Projects by HENRY J. KAUFFMAN. Bloomington, Ill.: McKnight and McKnight Publishing Co., 1959. 85 pages, \$3.80.

New Viewpoints in Geography (twenty-ninth yearbook of the National Council for the Social Studies) edited by PRESTON E. JAMES. Washington 6, D.C.: National Council for the Social Studies (1201 16th St., N.W.), 1959. 260 pages, \$4.00 (paperbound), \$5.00 (cloth-bound).

North Star Books: Around the World with Nellie Bly by EMILY HAHN, 181 pages; *Donald McKay and the Clipper Ships* by MARY ELLEN CHASE, 183 pages; *Indian Wars and Warriors—East* by PAUL I. WELLMAN, 184 pages; *Indian Wars and Warriors—West* by PAUL I. WELLMAN, 182 pages; *Jenny Lind Sang Here* by BERNARDINE KIELTY, 179 pages; *Thoreau of Walden Pond* by STERLING NORTH, 183 pages; *Ticonderoga—the Story of a Fort* by BRUCE LANCASTER, 181 pages; *Washington and the Revolution* by LYNN MONTROSS, 183 pages. Boston: Houghton Mifflin Co. 1959. \$2.24 each.

Physics—an Exact Science by HARVEY E. WHITE with the assistance of EUGENE F. PECKMAN. Princeton, N.J.: D. Van Nostrand Co., Inc., 1959. 597 pages, \$5.96.

Principles of Nutrition by EVA D. WILSON, KATHERINE H. FISHER, and MARY E. FUQUA. New York 16: John Wiley and Sons, Inc., 1959. 483 pages, \$5.95.

- The Questions Girls Ask* by MARJORIE VETTER and LAURA VITRAY. New York 10: E. P. Dutton and Co., 1959. 156 pages, \$2.95.
- The Roosevelt Panama Libel Case* by CLYDE R. PEIRCE. New York 17: Greenwich Book Publishers, 1959. 150 pages, \$3.50.
- Teaching Art to Children* by BLANCHE JEFFERSON. Boston: Allyn and Bacon, Inc., 1959. 294 pages, \$6.95.
- Using Electricity on the Farm* by J. ROLAND HAMILTON. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959. 397 pages, \$5.00.

Other Books Received

- FROM JOHN F. RIDER PUBLISHER, INC., 116 W. 14th St., New York 11, N.Y.:
- Basic Electronics*, Volume 6, by VAN VALKENBURGH, NOOGER, AND NEVILLE, INC., 1959. 130 pages, \$2.90 (soft cover).
- Basics of Missile Guidance and Space Techniques* by MARVIN HOBBS, 1959. Volume 1, No. 229-1, 144 pages; Volume 2, No. 229-2, 146 pages, \$3.90 each (soft covers).
- Effects of Nuclear Radiation on Men and Materials*, No. 243, by T. C. HELVEY, 1959. 56 pages, \$1.80 (soft cover).
- Electronic Technology Series* edited by ALEXANDER SCHURE, 1959: *Magnetism and Electromagnetism*, No. 166-20, 71 pages, \$1.80; *Advanced Magnetism and Electromagnetism*, No. 166-26, 96 pages, \$2.25; *R-F Amplifiers*, No. 166-27, 96 pages, \$2.40; *Low-Frequency Amplifiers*, No. 166-30, 79 pages, \$1.80 (soft covers).
- How to Use Grid-Dip Oscillators*, No. 245, by RUFUS P. TURNER, 1960. 103 pages, \$2.50.
- Magnetic and Electrical Fundamentals* (Basic Science Series No. 200-8) by ALEXANDER EFRON, 1959. 124 pages, \$2.50.
- Master Receiving-Picture Tube Substitution Guide Book*, No. 244, by H. A. MIDDLETON, 1959. 352 pages, \$7.45.
- Moon Base—Technical and Psychological Aspects*, No. 266, by T. C. HELVEY, 1960. 72 pages, \$1.95.
- Principles of Frequency Modulation*, No. 223, by B. S. CAMIES, 1959. 147 pages, \$3.50.
- Principles of Transistor Circuits*, No. 241, by S. W. AMOS, 1959. 167 pages, \$3.90.
- Shortwave Propagation—including the Rider Global Time Conversion Simplifier*, No. 231, by STANLEY LEINWOLL, 1959. 151 pages, \$3.90.
- FROM J. WESTON WALCH, PUBLISHER, BOX 1075, Portland, Maine:
- A Laboratory Manual for High School Biology* by THOMAS H. KNEPP, 1958. 59 pages, \$2.00. Teacher's guide, free (paper cover).
- Man and the Physical World* by DAVID E. NEWTON, 1959. 280 pages, \$3.00 (paper cover).
- Simple Experiments in Biology for Home and School* by HELEN W. BOYD, 1959. 157 pages, \$2.50 (paper cover).
- Successful Devices in Teaching Chemistry* by PAUL WESTMEYER, 1959. 258 pages, \$3.00 (paper cover).
- Teaching Elementary Science without a Supervisor* by HAROLD R. HUNGERFORD and ROBERT E. DREW, 1959. 286 pages, \$3.00 (paper cover).
- FROM GREGG PUBLISHING DIVISION, MCGRAW-HILL BOOK CO., INC., 330 W. 42d St., New York 36, N.Y.:
- Basic Clerical Practice* (2d ed.) by EMMA K. FELTER and MARIE REYNOLDS, 1959. 371 pages, \$4.48. Workbook, \$1.88.
- Business Mathematics, Exercises, Problems, and Tests* (2d ed.) by R. ROBERT ROSENBERG, 1959. 218 pages, \$2.20 (paper cover).
- Consumer Economics—Principles and Problems* (2d ed.) by FRED T. WILHELMS and RAMON P. HEIMERL, 1959. 534 pages, \$4.48. Workbook, \$1.64.
- Dynamic Shorthand Skill Building* (a text-workbook for Catholic schools) by SISTER M. THERESE, O.S.F., 1959. 175 pages, \$1.96 (paper cover).
- Fiber to Fabric* (3d ed.) by M. DAVID POTTER and BERNARD P. CORBMAN, 1959. 342 pages, \$4.20.
- General Record Keeping* (4th ed.) by P. MYERS HEIGES, ARNOLD E. SCHNEIDER, and HARRY HUFFMAN, 1959. 369 pages, \$3.96. Workbook, \$2.20.
- How to Use Adding and Calculating Machines* (2d ed.) by ARTHUR L. WALKER, J. KENNETH ROACH, and J. MARSHALL HANNA, 1960. 250 pages, \$2.96 (paper cover).
- How to Use the Calculator and the Comptometer* (4th ed.) by JAMES R. MEEHAN, 1959. 140 pages, \$1.64.
- Junior High Typing* by FRED S. COOK, PHYLLIS C. MORRISON, JOHN M. TRYTTEN, and LESLIE J. WHALE, 1959. 215 pages, \$3.20.
- Personal Typing* (2d ed.) by ALAN C. LLOYD and RUSSELL J. HOSLER, 1959. 120 pages, \$2.84.
- Salesmanship Fundamentals* (2d ed.) by JOHN W. ERNEST and GEORGE M. DAVALL, 1959. 406 pages, \$4.16. Workbook, \$1.72.
- 20,000 Words* (4th ed.) (Spelled, Divided, and Accented for Quick Reference) compiled by LOUIS A. LESLIE. 250 pages, \$1.48.
- Typewriting Drills for Speed and Accuracy* (2d ed.) by JOHN L. ROWE and FABORN ETIER, 1959. 92 pages, \$1.76.

THE HUMANITIES TODAY

TV & NEWER MEDIA

Some Comments on TV Criticism

About two years ago Eric Sevareid, the C.B.S. commentator, wrote an article for the *Reporter* in which he observed that approximately three out of four television reviews "read like the way a dog's breakfast looks." Mr. Sevareid did not name names or quote quotes to support his contention, although he did offer concrete suggestions for improving the art of TV criticism.

The Sevareid thrust was far from the first in a vendetta that persists between air men and print men. One should add that this occupational dichotomy does not fit Mr. Sevareid, for even though he is familiar to a wider audience as an urbane, literate news commentator, he is quite at home in print. More at home, one might say, than John Crosby, a print man, was when he appeared as host on the TV program, "The Seven Lively Arts."

Although Mr. Sevareid's simile conjured up no image for me since my dog—a friendly enough beast that actually belongs to my wife—generally has no breakfast, it still caught my attention. His writing off of 75 per cent of the TV reviews seemed to be the same kind of sweeping generalization that print critics—professional and self-appointed amateurs—tend to level at programming.

It would be a tremendous undertaking to try to assess the validity of this figure on a national basis. We know that some newspapers have their own TV writers; others run syndicated columns. Of the local critics, some do a workmanlike job, whereas others merely clip items from network press releases, combine them, and hand the pastiche to the copyboy.

A beginning can be made, however, if one accepts the frequently made distinction between a review and a criticism. Reviews deal with single programs. Criticisms, on the other hand, appraise a number of programs in the same genre, or perhaps focus on the medium as an instrument of communication. Ordinarily they are done with more responsibility since they are destined to last longer. Thus, most by-lined newspaper pieces on television that I have seen would be considered reviews since they fail to develop a broad perspective.

It might be added parenthetically that there

are substantial reasons for the newspaper, an ephemeral medium of communication, to line itself up with the review, a literary form with ephemeral content. For one thing, readers of dailies are conditioned to expect timely articles discussing events which occurred in the previous twenty-four hours. Secondly, reviews comment on programs but criticisms tend to reflect on the habits and tastes of viewers. A reviewer might train his sights on a particular telecast of a panel quiz show and describe the proceedings as inane, calculated informality, or something of the like. The panel quiz show fan can rationalize this attitude by saying the reviewer had an off day. If, however, the reviewer turns critic and guns down the genre, panel quiz shows, he is implicitly questioning the taste of the member of the mass audience who enjoys this kind of indoor sport. And if the comment offends the reader in his role as television viewer, he may well abandon his role as consumer for that newspaper.

While recognizing the appropriateness of the review to the newspaper, one can examine the pieces being written by those who handle the TV desks on the New York dailies (some of which are syndicated) and conclude that Mr. Sevareid's lament might still apply. Jack O'Brian of the *Journal-American* produces a huge column that often reaches a thousand words. His rather subjective reviews appear amid a scatter-shot barrage of Winchell-like patter and chit-chat. Since the *Post* prides itself on its stable of columnists, it is somewhat surprising that Bob Williams' TV column, "On the Air," takes a shallow, fragmented approach to the medium. Nick Kenny (*Mirror*) and Ben Gross (*Daily News*) use the same general form although their tone is mellow than Mr. O'Brian's. The influence of the Hollywood and Broadway gossip columns pervades these pieces to the extent that each review is a mere piece of driftwood in a sea of small talk.

Harriet Van Horne (*World Telegram and Sun*) and John Crosby (*Herald Tribune*) belong in a higher echelon. Both of their syndicated columns run to about 600 words, but Mr. Crosby's appears only three days a week. Miss Van Horne's comments, which are often elegantly acidulous or written in a professionally feminine manner, tend to be interspersed with unimportant filler, making it seem that the job could be done more successfully in less space. And although succinctness need not be the

hallmark of a reviewer—Kenneth Tynan of the *New Yorker* can ramble delightfully in deep left field—it helps. Mr. Crosby's three-a-week schedule gives him a decided edge over most of his fellow newspaper reviewers. Free of constant deadlines, he can stop, ponder, and check his perspective from time to time. The fact that he is a more literate writer than most of his colleagues (how many of the other columns would you like to see collected and published as a book?) is, I suspect, unrelated to the problem of deadlines. Mr. Crosby will occasionally use the theme of a television show as a launching pad for opinions unrelated to television, but by and large, his commentary on programs is as helpful as any that teachers will find.

Jack Gould (*Times*) is in a class by himself when it comes to assaying television as a medium of communication in our democratic culture. No writer is more sensitive to the public service responsibilities of television. His thoughtful explorations of speeches by network presidents, pending legislation, and actions (and failures to act) by the F.C.C. provide the teacher with a valuable guide for understanding the basic issues involving the medium.

The *Times* reviews of programs, unlike the others, are usually written as news stories. That is, their opening sentences usually answer the questions *Who? What? Where? and When?* ["'Our Town,' Thornton Wilder's enduring study of the value of life, received a faithful and lovely revival last night on Channel 4"] instead of using the kind of eye-catching phrasing that identifies a feature story ["Ninety minutes of television last night proclaimed—and not for the first time—that great novels, by the very depth and reach of their greatness, cannot be bent and hammered into tidy three-act plays."—Van Horne].

Probably neither the news nor feature motif can be rated a better vehicle for examining a television program, per se. However, one begins to appreciate the lean, pointed prose in the *Times* reviews after becoming engulfed in the garrulousness of other reviewers. The length of the *Times* articles will vary considerably. Some days the three-man reviewing staff will produce only one three-inch squib. At other times, all will contribute on the same day. I think none, including Jack Gould, writes with as much depth on individual programs as Mr. Crosby, but their contribution to television reviewing is an important one.

Although colloquially we tend to use "critic" and "reviewer" interchangeably, I would re-

serve the former title for Mr. Gould and Mr. Crosby, neither of whom is obliged to gush a given number of words daily.

Actually, the finest television criticism should come from the weekly press. Writers for daily papers are hamstrung by facing constant deadlines and having to please a vast audience. Monthly magazines don't appear often enough to relate specific programs to each other. With rare exceptions, once a telecast is over, it's gone permanently, leaving the reader with no "product" to refer to if a monthly should choose to offer comment on a program which is two months old.

I mentioned that one essential of criticism is responsibility. Sniping from behind the rocks of anonymous, omniscient news magazines does not satisfy this criterion. Eric Sevareid made the point in the *Reporter* article that some would-be critics become so obsessed with noting their reactions to a program that they hardly see the program. A similar observation can be made about becoming too fascinated with one's prose style.

The most consistently good column on TV appearing in a weekly magazine celebrates its tenth birthday next month. Goodman Ace and Robert Lewis Shayon began the "TV and Radio" section in the *Saturday Review* in October, 1950. Mr. Ace's brilliantly satirical pieces on programs and ratings (also collected in book form) and Mr. Shayon's high-road emphasis on public service aspects of the medium complemented each other nicely. Gilbert Seldes became a contributor in 1953, and in 1956, Mr. Ace dropped out of the regular line-up. The column, which now appears often but irregularly, has lost some of the verve and flavor of show business since Ace left, but both Seldes and Shayon are keenly interested in the educational potential of television, so the articles continue to be a highly important resource for teachers.

Until his death this year John Lardner was beginning to bring the same erudition and writing skill to television criticism that James Agee brought to movie criticism. But unlike comic-strip artists, television critics are not readily replaceable. Lardner's column, "The Air," no longer appears in the *New Yorker*.

Marya Mannes' occasional columns in the bi-weekly *Reporter* are highly worth while, and Nat Hentoff, the ubiquitous jazz critic, has contributed some useful TV articles to this magazine also.

The *Nation*, the *New Republic*, *Christian Century*, and *Commonweal* are more inclined

to make editorial comments than to run articles on television. *America* prints a piece every now and again by John P. Shanley, a member of the New York Times reviewing staff.

Finding good reviews and criticisms requires the same degree of selectivity as finding good programs. Teachers, who are all too aware of the value of time, can keep abreast of the important items in television criticism in ninety minutes each week if they follow Gould, Crosby, and the *Saturday Review* team. Mr. Gould's more thoughtful articles, incidentally, usually appear in the *Times* Sunday edition.

H.B.M.

POEMS FOR TEACHING

FOR A DEAD LADY

By E. A. ROBINSON

No more with overflowing light
Shall fill the eyes that now are faded,
Nor shall another's fringe with night
Their woman-hidden world as they did.
No more shall quiver down the days
The flowing wonder of her ways,
Whereof no language may requite
The shifting and the many-shaded.

The grace, divine, definitive,
Clings only as a faint forestalling;
The laugh that love could not forgive
Is hushed, and answers to no calling;
The forehead and the little ears
Have gone where Saturn keeps the years;
The breast where roses could not live
Has done with rising and with falling.

The beauty, shattered by the laws
That have creation in their keeping,
No longer trembles at applause,
Or over children that are sleeping;
And we who delve in beauty's lore
Know all that we have known before
Of what inexorable causé
Makes Time so vicious in his reaping.

The title tells us that this is some kind of elegy, but the poem is not, I think, unequivocally laudatory. Like many of Robinson's most successful poems, this is a character sketch. And a very interesting one. It is bursting with suggestiveness both about the dead lady and the "persona" or poet.

Let us see what we find out about the dead lady:

First we learn that she had remarkable eyes from which light "overflowed," and then that she was deeply enigmatic. Her "woman-hidden world" was not just average but of the essence. The last four lines of stanza one actually, in my judgment, do less to describe the deceased lady than to describe the attitude of the poet toward her. For him she was an iridescent and multifaceted personality, and it is pretty clear even at this stage that he was in love with her, or so entranced with the "flowing wonder" of her ways that he can find no proper words to describe it. This is the condition of a man in love, one way or another.

The second stanza is deep in possible readings, though the first two lines are clear. He attributes to the dead lady the quality of "grace," and the adjectives "divine" and "definitive" which follow are emphatic and can be read only one way. But "the laugh that love could not forgive" opens up a new slant, and "the breast where roses could not live" is a peculiar tribute. Why could "love" not forgive the laugh? I think because of jealousy, and that the dead lady was in somewhat the same position as Browning's Last Duchess, or rather the Duke of Ferrara's Last Duchess, whose smiles "went everywhere," with fatal consequences, as we all know. As for the roses not living on the breast of the lady—this is so extravagant a compliment as to be suspect—at least, in our time. Isn't the poet saying in effect here that the wonder and glory of her bosom were such that roses withered thereon? This sort of thing belongs to an Elizabethan court poet rather than to a reticent, twentieth century New Englander. At any rate, it gives me pause, and makes me think that the tone of the poem is not wholly constant.

The third stanza is still about the lady, about her beauty, and the fact that she "trembled" with pleasure when she was praised, or when she was looking at children sleeping. This suggests a basic modesty and sensitivity, and a vivid maternal quality. She was a nice lady, even if she was a puzzle. But the third stanza is chiefly about the appalling indiscriminate with which Time does his vicious reaping, and how he is no respecter of persons or beauty. The thought is not new, but as usual with Robinson, it is neatly put.

And so the poem tells us a good deal about the dead lady (I really should like to have known her, and to have watched for myself the flowing wonder of her ways) and a good deal about the poet. Is he really grieving? He certainly pays the dead lady some pretty fulsome

compliments, enough to make her almost "tremble" in her coffin. But one does not detect here the note of "perfect grief." It is a calmly meditative poem, and concludes in a conventional speculation about the waste in an inexorable scheme where beauty is destroyed before it has time to wear itself out.

It seems to me the single most appropriate adjective for this poem is "clever" and I do not use it deprecatingly at all. We could stand more clever poems. With Robinson's unerring feel for diction and his metrical neatness, he is a "stylist in verse." He really exploits language freshly. He intrigues the reader, just as the lady intrigued the poet. And finally the poem does what poetry is supposed to do: it stirs and satisfies the imagination. This is the one invariable criterion.

WILLIAM ROSS CLARK
University of Connecticut

IN PRINT

An American in London

Benjamin West and the Taste of His Times by
GROSE EVANS. Carbondale: Southern Illinois
University Press, 1959. 144 pages, \$22.50.

Grose Evans' *Benjamin West and the Taste of His Times* traces the painter's career from his humble beginning as the son of a Pennsylvania innkeeper through his rise to the position of president of the Royal Academy in London. The book carefully describes the development of West's taste and his theory of painting that gained him a reputation as a significant eighteenth-century artist. West, who followed the fashion of the grand tour, used his time on the Continent to grow through personal acquaintances and through a study of the European masters. In chapters entitled "The Stately Mode," "The Dread Manner," and "The Pathetic Style," Mr. Evans examines West's adoption of the conventional modes of the times. Significantly, he neglects to account adequately for the fact that West, an American, so easily gave himself over to an art tradition so alien to the one he had inherited by birth.

The book contains a bountiful supply of black-and-white reproductions of the paintings which represent West's various modes, and which also typify the kind of art produced by major eighteenth-century painters.

FREDERICK S. KILEY
Trenton State College

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Bargain Books

Mine Enemy Grows Older by ALEXANDER KING.
New York: New American Library of World
Literature, Inc., 1960. 256 pages, 50 cents.

Alexander King's glib profanation of some contemporary idols of American culture endows *Mine Enemy Grows Older* with a bittersweet charm. Mr. King invokes an old Henry Miller spirit, but the self-portrait that emerges more resembles a male Auntie Mame. The protagonist of this urban odyssey has done everything. He has known the peace and agony of morphine, worked for the legendary Luces, involved himself in several marriages, befriended freaks, courted suicide, and illustrated *The Emperor Jones* for Eugene O'Neill. He describes his account of life as a "rich distillation of my carefully considered hates and prejudices, which, after a great many difficulties and annoyances, I have finally managed to accumulate." And he also manages to write his way through this chaos of material in a breathless, irreverent style that neither depravity nor the heights of respectable success can slow down. There is a resilient bounce to this indestructible man that places him closer to the world of Chaucer than to the neon age he describes.—F.S.K.

AUDIO-VISUAL NEWS

D.A.V.I. Convention

The N.E.A. Department of Audio-Visual Instruction at their annual convention in Cincinnati last spring marked distinct growth on several fronts. For the first time registration reached the 2,500 mark and exhibits topped 150 booths. The audio-visual educators showed themselves alert to technological developments in education, with several teaching machines exhibited for the first time. Dr. Arthur A. Lumsdaine of the American Institute for Research stressed the fact that "programing" (the art of planning and ordering subject matter) is the key to the use or misuse of these machines.

Professor Ernest O. Melby of Michigan State University gave the keynote address in which he attacked a caricature of American life in which the individual fattens on material comforts while the public good goes begging. Dr. Melby raised such questions as: Can our present luxury-loving materialism help us to our best level of cultural development or even survival? Have we educational proposals and programs to solve such problems as those raised by Little Rock and the steel strike? How is education to cope with the current wave of conformity? And related to these: What changes are needed in curriculum content? What modifications in teacher education?

A third phase of the department's four-day meeting was a seminar running concurrently with the convention and delving into the professionalization of the audio-visual specialist. No later than this fall the department plans to publish the proceedings of this seminar which will probably be only the first of a series, for on the successful perusal of this depends the rationale of the maturing audio-visual profession.

The international responsibility of the audio-visual field was brought home in a session in which members of the department heard the experience of colleagues who had served abroad with the International Cooperation Administration and other governmental and private agencies. The session was keyed by Edgar Dale of Ohio State University, who expounded on the fact that what this country has achieved so far in the international realm is not good enough. Dr. Dale proposed four "avenues of international co-operation" for audio-visual specialists: an exchange of audio-visual information; an exchange of audio-visual materials; special training for audio-visual personnel des-

tined to serve in underdeveloped areas; and, a project on world-wide literacy.

Another major speaker to the convention, John E. Ivey of the Ford Foundation's Learning Resources Institute, brought out the fact that Russia is educating for export—export of educational manpower, which will be sent into underdeveloped countries where the competition for men's minds will be waged for years to come. It behooves America to do likewise, Dr. Ivey said, and this constitutes an educational problem far more complex than educating the last crop of war babies, which has commonly been regarded as the major obstacle that education must overcome. The convention sessions on the international aspects of audio-visual education could not fail to impress upon these audio-visual specialists, absorbed though they are in the educational problems in their own spheres of interest, the usefulness of their specialty in the world's underdeveloped areas.

Incoming President James D. Finn, professor of education, University of Southern California and an extensive writer on automation in education, took over the gavel from Walter S. Bell, a public school audio-visual administrator from Atlanta, Georgia. Other new officers are Ernest Tiemann, professor of education, University of Texas, president-elect; and Clyde K. Miller, audio-visual director for the Ohio State Department of Education, vice-president.

Next year the department meets at Miami Beach, April 24-28. D.A.V.I. Convention Co-ordinator Mickey Bloodworth and the program committee have already begun to plan a program that will compete favorably with attractions outside the convention hall.

1960 American Film Festival Educational Film Library Association

WINNERS OF BLUE RIBBON AWARDS—FILMS

1. *Agriculture, Conservation, and National Resources*

WORLD IN A MARSH, produced by National Film Board of Canada, distributed by McGraw-Hill Book Co.

2. *Arts, Crafts, and Household Arts*

THE CHANGING VOICE, produced and distributed by University Broadcasting Service, Florida State University.

3. *Citizenship and Government, City Planning*
THE NEW GIRL, produced by On Film, Inc., distributed by President's Committee on Government Contracts.

4. *Economics and Finance*

THE FABULOUS DECADE, produced and distributed by the Port of New York Authority.

5. *Education and Child Development*

ETERNAL CHILDREN, produced by National Film Board of Canada, distributed by International Film Bureau.

6-7. *Geography and Travel*

THE MIDDLE EAST, produced and distributed by International Film Foundation, Inc.

8. *Guidance and Careers*

I AM A DOCTOR, produced by Centron Corp., distributed by Sterling Movies.

9. *History, Biography, and Current Events*

WOMEN ON THE MARCH, Part I, produced and distributed by National Film Board of Canada.

10. *International Relations, Foreign Affairs*
(tie, duplicate award given)

OVERTURE, produced by United Nations, distributed by Contemporary Films, Inc.

POWER AMONG MEN, produced by United Nations, distributed by De Rochemont.

11. *Language Arts and Skills; Literature*

THE POISONED KINGDOM, produced by Council for a Television Course in the Humanities for Secondary Schools, Inc., distributed by Encyclopaedia Britannica Films, Inc.

12. *Nature and Wildlife*

BETWEEN THE TIDES, produced by British Transport Films, distributed by Contemporary Films, Inc.

13. *Science—Elementary and Junior High*

ROCKETS: PRINCIPLES AND SAFETY, produced by Edward Schuman, distributed by Film Associates of California.

14. *Science—Background and General Interest*

A CONVERSATION WITH DR. HARLOW SHAPLEY, produced by Donald B. Hyatt for N.B.C., distributed by Encyclopaedia Britannica Films, Inc.

15. *Science—High School, College, Advanced*

CRYSTALS, produced by Physical Science

Study Committee of Educational Services, Inc., distributed by Modern Talking Pictures.

16. *Sociology and Anthropology* (tie—duplicate award given)

THE OLD ORDER AMISH, produced and distributed by Vedo Films.

NAVAJO SILVERSMITH, produced and distributed by ACI Productions.

17. *Sports, Recreation, and Out of Doors*

QUETICO, produced by the Quetico Foundation, distributed by Contemporary Films, Inc.

18. *Graphic Arts*

THE LIVING STONE, produced and distributed by National Film Board of Canada.

19. *Music, Dance, and Dramatic Arts*

RICHARD III, produced by Laurence Olivier, distributed by Brandon Films.

20. *Films for Children*

THE RED BALLOON, produced by Albert Lamorisse, distributed by Brandon Films.

21. *Film as Art*

Le MERLE, produced by National Film Board of Canada, distributed by International Film Bureau.

22. *Religious Films*

I'LL SING, NOT CRY, produced by United Church of Canada, distributed by United Church of Christ.

23. *Ethical Problems*

A PORTRAIT OF HECTOR, produced by Methodist TV Radio and Film Commission, distributed by Methodist Publishing House.

24. *Industrial and Technical Processes*

THE FIRST PRIZE STORY, produced by Carson Division Productions for Tobin Packing Co., distributed by Tobin Packing Co.

25. *Sales and Promotion—Direct Sales*

ON THE GO, produced by Portafilms for J. I. Case Co., distributed by Portafilms.

26. *Sales and Promotion—Service and Information*

WINGS TO ITALY, produced by Coleman Productions for Pan American World Airways, distributed by Ideal Pictures Corp.

27. *Public Relations—Commercial Organizations*

RHAPSODY OF STEEL, produced by John Sutherland Productions for United States Steel.

28. *Public Relation—Nonprofit Organizations, Educational and Youth Services*

GEORGE JUNIOR REPUBLIC, produced by George A. Zabriskie, distributed by George Junior Republic.

29. *Public Relations—Nonprofit Organizations, Adult, Community and National*

AN AMERICAN MUSEUM, produced by Charles Guggenheim and Associates for City Art Museum of St. Louis, distributed by City Art Museum of St. Louis.

30. *Sales, Technical and Personnel Training*

INTEGRITY PLUS, produced by Raphael G. Wolff Studios, distributed by U.S. Navy.

31. *Health and Nutrition*

SECOND CHANCE, produced by George C. Stoney Associates, distributed by the American Heart Association.

32. *Safety and First Aid*

THAT THEY MAY LIVE, produced and distributed by Pyramid Film Producers.

33. *Mental Health and Psychology*

THERE WAS A DOOR, produced by Green Park Productions for Manchester Regional Hospital Board, distributed by Contemporary Films.

34. *Medical Sciences for Professional Audiences*

HOSPITAL SEPSIS: A COMMUNICABLE DISEASE, produced by Churchill-Wexler Film Producers for Johnson and Johnson.

FILMSTRIPS

1.-5. *Education and Information*

PARLIAMENTARY PROCEDURE IN ACTION, produced and distributed by Educational Filmstrips.

6.-7. *Geography and Travel*

A LOOK AT CANADA, produced by National Film Board of Canada, distributed by Stanbow Productions.

8. *Careers and Guidance*

THE 90% YOU, produced by William P. Gottlieb Co. for American Institute of Men's and Boy's Wear.

10. *International Relations and Foreign Affairs*

FACE TO THE FUTURE, produced and distributed by Friendship Press.

11. *Language Arts*

CADET ROUSSELLE, produced by National Film Board of Canada, distributed by Stanbow Productions.

12. *Nature and Wildlife*

THE WHOOPING CRANE, produced by National Film Board of Canada, distributed by Stanbow Productions.

13. *Science—Primary, Elementary, Junior High*

OUR EVER CHANGING EARTH, produced and distributed by Society for Visual Education.

14. *Science—High School, College, Advanced*

THE FORMATION OF FERROMAGNETIC DOMAINS, produced and distributed by Bell Telephone System.

18.-19. *Art and Culture*

HENRI MATISSE, part I, produced and distributed by Time, Inc.

20. *Children's Stories*

PICTURE BOOK PARADE, Series II, produced by Morton Schindel, distributed by Weston Woods Studios.

22. *Religion*

YOUTH WORKERS AUDIO-VISUAL KIT, produced by Broadcasting and Film Commission, National Council of Churches.

26. *Sales and Promotion—Information and Service*

SOLUTION OR DISSOLUTION, produced by Wm. P. Gottlieb Co., distributed by George Gero Co.

30. *Sales and Business Training (tie—duplicate award given)*

GUARDING OUR FUNDS, produced by Wm. P. Gottlieb Co., distributed by Textile Workers Union of America.

SELLING AT GOLDBLATT'S: HANDLING SALES CHECK TRANSACTIONS, produced by Society for Visual Education for Goldblatts.

32. *Safety and First Aid (tie—two awards given)*

PERCEPTION OF DRIVING HAZARDS: Part I, produced and distributed by Shell Oil Co.

YOU—AND YOUR DRIVING, produced and distributed by Stanbow Productions.

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